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ABSTRACT

The document presents reports of Summer Resource Personnel Workshops held at the University of Minnesota, Morris, Minnesota, in 1972, 1973, 1974, and 1975 to improve precollegiate social science education. Objectives of the workshops were to train educators as resource personnel; implement and disseminate projects in anthropology, geography, and sociology at the high school level; and develop patterns of cooperation among schools, colleges of education, and the liberal arts. Each report includes a description of workshop organization, a report on dissemination and implementation activities, feedback from workshop participants, and recommendations for social studies curriculum development based upon participant reactions. The overview sections explain how participants were selected and organized into teams, list objectives, and summarize conclusions from feedback questionnaires. The sections on dissemination and implementation list activities carried out by participants following the workshop, including teacher workshops, student teacher seminars, and presentation of project materials to professional organizations. The sections summarizing participant feedback present generally positive reactions to the workshop and to professional growth as a result of workshop participation, and suggest areas for future development, including increased involvement by the federal government in social studies education and development of more student centered curriculum. Participant feedback in tabulated form is also presented in each report and information on participant use of workshop materials is included in the 1974 and 1975 reports. (Author/DB)

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Summer Resource Personnel Workshops to Improve Social Science Education at the Pre-College Level. Final Reports. 1972, 1973, 1974, 1975.

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University of Minnesota, Morris
Morris, Minnesota 56267

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FINAL REPORT

Summer 1972 Resource Personnel Workshop
University of Minnesota, Morris
Morris, Minnesota 56267

Grant # GW 7257

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SP 010 413

Submitted by
Craig Kissock
Roger Wangen
Project Directors

FINAL REPORT - 1972 NATIONAL SCIENCE FOUNDATION FUNDED
RESOURCE PERSONNEL WORKSHOP HELD AT THE UNIVERSITY OF MINNESOTA, MORRIS
MORRIS, MINNESOTA GRANT #GW 7257

OVERVIEW

In January 1972 the University of Minnesota, Morris received a grant from the National Science Foundation to direct a Resource Personnel Workshop to improve social science education at the pre-collegiate level. The objectives of this workshop were to, through training, implementation and general dissemination of the Anthropology Curriculum Study Project, the High School Geography Project, and the Sociological Resources for the Social Studies project achieve the following goals:

GENERAL

1. Train and support teams of educators committed to becoming resource persons for the implementation and dissemination of new Social Science curricula in their school districts and regions.

2. Develop patterns of cooperation between schools, colleges of Education and the Liberal Arts.

SPECIFIC: PARTICIPANTS WILL GAIN OR STRENGTHEN THEIR:

1. Knowledge in the disciplines of Anthropology, Geography and Sociology.

2. Experience in teaching the curriculum material.

3. Skill in analyzing and evaluating new curriculum materials.

4. Skill in adapting new curricular ideas to existing school curricula.

5. Ability to work as a team in developing implementation and dissemination strategies.

6. Confidence in explaining to others the nature, scope and substance of the new curriculum materials.

7. Skill in acting as a change agent in implementing new materials.

8. Ability to improve the preservice training of social science teachers.

Six teams were recruited for this three week summer workshop with twelve month team activity and followup. Each team was ideally composed of six classroom teachers, two school administrators and two college professors representing teacher education and the social sciences. Six teams were selected from a field of eight prospective teams (two consortium teams - Northern Michigan and Southern New Jersey - were rejected). The actual composition of the six selected teams was as follows:

Team	No. of Teachers	No. of Administrators	No. of College Professors	Totals
Columbia, Missouri	8	2	1	11
Cincinnati, Ohio	5	3	2	10

(continued)

Team	No. of Teachers	No. of Administrators	No. of College Professors	Totals
Grand Forks, N.D.	6	2	2	10
Minneapolis, Minn.	6	2	2	10
Morris area, Minn.	8	2	1	11
Tulsa and Oklahoma City, Oklahoma	6	2	2	10
	39	13	10	62

The above listed teams were visited by the project directors prior to the workshop, part of the selection process. These individuals then participated in a three-week workshop held on the University of Minnesota, Morris campus in Morris, Minnesota from July 23, 1972 through August 11, 1972.

Following the workshop, team activities were followed through phone and letter communication, supported to the extent of $1,000 for each team and visits by project staff to help initiate team activities and to gather feedback on the success of the workshop and activities of the teams. These support activities continued through November 1973. As one indication of the holding power of the teams, six of the eleven members of the Columbia, Missouri team came as one group to the November 1975 National Council for the Social Studies Convention and shared some of their continuing experiences with the materials, and as leaders in social studies education in their regions.

The major lesson we have learned from this project is that we do not have the panacea for resolving problems involved in the implementation process in social science education. We do believe that the program model used here is, and can be, very effective in achieving participant implementing of the materials and their dissemination to large audiences. It does not necessarily ensure that training of a second generation of educators will occur on other than a limited scale. The later has been accomplished only in those cases where our participants 1) directed inservice programs with graduate credit or other remuneration for teachers being trained, and 2) worked one on one with their colleagues in their own school.

As will be noted from the attached data very little is known about the impact of participant dissemination (informational) activities in stimulating teachers other than team members to try the project materials in their classes. This is information which would be very useful to have, but which is very difficult to gather unless some form of follow-up on participants in team directed workshops is planned and carried out.

One other major outcome (among many others that can be seen through review of the attached materials) is the impact of the workshop on participant self perceptions of their teaching behavior. On all eleven scales of question 23 on page 18 our participants viewed their teaching more negatively a year after the workshop than they did prior to involvement in the RPW program. Optimistically we might conclude that we helped them "open their eyes" to a higher standard of "good teaching" and they therefore judged themselves more harshly even though they may have, in reality, significantly improved their teaching performance. More negatively we might suggest that the impact of this program was to help participants become less effective in their teaching than they were prior to the workshop. Our hope is that the more optimistic view is the more correct one--a conclusion which does receive some significant support when participant feedback through taped interviews and other sections of the questionnaire are analyzed.

With the above as overriding concerns and observations, we present the following data for analysis and development of conclusions concerning the effectiveness of this grant program.

REPORT ON DISSEMINATION AND IMPLEMENTATION ACTIVITIES
FOLLOWING 1972 RESOURCE PERSONNEL WORKSHOP
(In addition to information in mid-project report)

Missouri Team

Presented a one-day familiarization and orientation program as part of the Columbia Public Schools' Pre-school Workshop (42 participants)

Conducted four evening workshop sessions for teachers and administrators in six school districts. (74 participants)

Presented a review of project materials at the October meeting of the Mid-Missouri Council for the Social Studies (25 participants)

Presented lessons and activities of project materials at Northeast Missouri Teachers Association Department of Classroom Teachers meeting in October.

Published article in October Horizon about RPW, project materials and approach and availability of team members.

Presented program on HSGP for fall meeting of the Missouri Association of Geographers at Kansas City - November 2 (60 participants)

Using Anthropology materials with 150 sr. high school students in Columbia school system.

Conducted in-service demonstration for Cape Girardeau Public Schools.

Demonstrated SRSS and HSGP for Social Science Conference at U of Missouri to 40-50 people.

Workshop at Dexter, Missouri for 26 participants from 8 school districts.

Conference on The Future and the American Dream: Defusing the Future

Extensively using SRSS in five schools with enrollment of 600 and 1850 in Columbia.

Grand Forks Team

Participated in State Department Regional meetings--explained Social studies curriculum.

Have presented the program to 1000 teachers in the state.

Worked with 123 pre-service teachers on project materials.

Presented program to social studies teachers of North Dakota Educational Association.

Presented materials to all district social studies teachers during annual in-service workshop (August 24, 1972). (30 secondary social studies teachers and 45 elementary teachers.)

Presentations to Grand Forks School Board (9 participants) and to principals of Grand Forks School District (24 participants)

Briefing of workshop and materials to North Dakota Department of Public Instruction, January 9, 1973.

Prepared and presented social studies workshop entitled "Innovations in the Social Studies." For all social studies teachers in 70 mile radius of Grand Forks, Jan. 27, Feb. 3 and Feb. 10, 1973. Representative from Center for Teaching and Learning, UND and team member visited other college campuses (Williston Branch of UND and Dickinson State College) to dispense Morris workshop materials and information. (contacted 30 people). Also visited Department of Public Instruction in Bismark, N.D. to act as a resource person in the social studies curriculum state revision.

Three RPW members participated in social studies workshops and conferences at UND. (38 participants)

Grand Forks team assembled to evaluate involvement in the Morris workshop and to evaluate materials being used in the 3 specific disciplines.

Presented project areas to Small Schools Project Workshop, June 4-8, 1973 at UND for 60 small school districts (90 participants)

Presentations to all social studies teachers in ND at North Dakota Education Association Convention, Oct. 25 and 26, 1973.

Minneapolis Team

Completion of "Model Cities" project for expanding social studies education in the South Central Pyramid of Minneapolis. Teachers from two schools in Minneapolis completed 50 hours of workshop time on the three NSF projects.

$2000 was allocated to purchase classroom sets of each of the three NSF projects.

Day-long department chairmen's meeting was held at Board of Education which concentrated on two of the NSF projects, the Anthropology Curriculum Project and the Sociological Resources for the Social Studies.

Two additional workshops using an abbreviated version of Model Cities Workshop held at Washburn Senior High on May 9 and 16.

Publicized projects in schools.

Cincinnati Team

Course conducted at University of Cincinnati for preservice and inservice educators. Provided training in the HSGP, HSAP and SRSS

Planned and conducted an NSF training program for teachers at the University of Cincinnati in 1974.

Cincinnati team submitted NSF proposal for teacher training workshop. With additional consultants the team is now standing on its own without competing with the University of Minnesota. Have developed teacher training plans for the next three years.

Are placing student teachers with teachers who have had the workshop. Also presented a student teaching seminar for 17 students.

Instituted a program in high schools to bring students and teachers together to identify and analyze problems in the high schools.

Presented a three-day social studies workshop for teachers in Cincinnati--70 participants. From that workshop, the number of schools involved in the project was tripled.

Members of the team visited other schools and had visitors in.

Oklahoma Team

Booth at State Teachers Meeting

Large exposure at Catholic Schools Diocese meeting

Oklahoma State offered methods for prospective social studies teachers using these materials.

Demonstration in McGuinnes high school with 35 students for 2 instructors, 1 administrator and 25 students. Also provided in-service meeting.

Five teachers conducted an inservice workshop at Northwestern Classen on April 20 to expose and familiarize teachers with anthropology teaching kits.

Brochures were distributed at Oklahoma Educational Association Convention, October 19 and 20.

Workshops were offered for administrators and teachers at Oklahoma State University (80 participants) and the University of Tulsa (10 participants) December 1 & 9.

Several junior and senior high schools in Tulsa and Oklahoma City School System are using ACSP, HSGP, SRSS

Morris

Workshops were held in Dilworth, Alexandria and Elbow Lake for 90 participants.

Used anthropology materials with 100 students. Elbow Lake using 5 units in geography.

Eighth grade social studies program has been changed to use the project in one school.

Contacted 40-50 people in one high school regarding SRSS and are advising neighboring schools.

PARTICIPANT RESPONSE TO EFFORTS OF NSF, 1972
MORRIS RESOURCE PERSONNEL WORKSHOP

INTRODUCTION

A representative sample of statements made by participants during follow-up visits to each team site 6-9 months following the summer training program. These comments have been grouped into four categories:

I. Reactions to the Materials and their Use
II. Feelings of Personal and Professional Growth
III. Reactions to the Resource Personnel Workshop

The hope of this report is to present an understanding of some of the feelings held by participants in this program one year after the summer workshop.

I. MATERIALS AND THEIR USE
(Selected from 15 comments)

1. We think the material is very good and are enthusiastic about using it--especially next year because we are going to incorporate more if it in our classroom activity.

2. Anthropology has been used extensively with remedial reading students.

3. The materials should be put together better. The pages are all falling out. They should be bound not stapled together if they want to sell them.

4. I can understand the depth of the materials because it is a project to be done in its entirety as much as possible, but in many instances it is too deep. More than the kids really want to know. That can make it dull. I followed the teachers guide, because I feel it is important to get the feel of it the first time you use it. Sometimes it has been pretty dry. Then we have put in projects to try to make it more interesting. The concepts--some of them are difficult. That is like every other class you teach--there are some concepts that are difficult. I am using the materials in a world history class and I feel I have had more success than if I had used the world history book. I try to take the difficult concepts and after they have worked with them, at the end of the prescribed work I try to pull it together. That's when I use the expository teaching. I have the feeling that I have more of the class with me than that are lost. I like them to let me know when they are lost.

II. PERSONAL AND PROFESSIONAL GROWTH

1. Yes, my role has changed in the classroom and also I think my status has changed--I try to be an inquiry teacher. It's hard to be an inquiry teacher after you have been a traditional teacher. It's hard not to tell the students that I don't know it might be right or it might be wrong. It's hard for the students to look at you as an inquiry teacher as opposed to a traditional teacher.

2. It helped--because the geography was completely new to me. Our school bought the whole program and the workshop gave me a background in some of the materials I would be using.

3. I found a whole new world of teaching methods change. I see my role as a teacher change from standing up there and giving out and getting it back. I felt that I have the material now to interest these inner city kids. I could go almost anywhere and teach social studies that would be beneficial to the students. I thought the workshop was really great.

4. Yes--I feel like I'm doing something--I'm more satisfied. The relationship between myself and the students is better. A much more informal relationship and I find myself much more relaxed in this type of atmosphere.

5. It helped me be a better teacher, by using the inquiry methods. If I am a better teacher because of it I feel that I have reached my goals. I think that the kids responded better to this style of teaching.

6. The HSGP changed my way of teaching. I have learned a great deal about how kids learn by using the HSGP.

7. It's helped me to become more of a real person with the kids. Changed my whole outlook on teaching, from a teacher set classroom to a student set classroom. The kids are really happy doing it so the level of interest is really high.

8. I feel that the whole problem of student teacher relationships has been a sore spot for many years--we had an absentee problem--I learned certain techniques which made me brave enough as a little teacher--I was always one of the leaser liked here, but it made me brave enough to help institute a student wide program to help students bring students together in groups of fifteen with teacher listeners which we used the inquiry methods to find out what they thought of problems here in the high school.

9. When I found out about the workshop and that I was a participant--I was looking for something different. To look for something to make me a bit more interested in teaching. I have been teaching for ten years--I was a bit tired and frustrated and nothing interesting was happening. I came looking for something that would help me. I think I found what I was looking for. The pot pourri sessions--how to draft proposals, learn something about the curriculum projects and something about effective teaching which I never really had anyone teach about. Those kinds of experiences were really good for me. The business of being around with so many different kinds of people who were teachers and exchanged all our ideas were very valuable. The inquiry method is something new to me. The new approach to teaching was really great. My style of teaching has changed because of the workshop. Most of our work is done on group or individual basis. I'm not the giver of knowledge--I'm just the facilitator. The kids can move at their own rate and go into things they are more interested in.

10. Rog--with all the years that you have studied social studies, how many of you feel that this was one of the best experiences that you have ever had?
--I say almost everybody.

11. Do you think using this material has changed you any as a teacher?
I don't think it's changed me--I think it's channeled in more of what I like to do. This is the first preplanned unit I've taught. I like the strategies. I think it's tremendous.

12. Probably somewhat--I have been using quite a few of the techniques that were brought out. It affected me somewhat, but not a lot. I have been using some of these procedures for 20 or more years. We just didn't call them the same things.

13. I don't know if I've reached the point where I can measure all the benefits. It increased my confidence in some areas. Provided me with a lot of exciting materials to use in teacher training.

III. REACTIONS TO THE WORKSHOP

1. Can you think of any way in which that $1,000 could have been better spent?

   Not in my estimation. I've been to many workshops and I feel that this was of greater benefit to me than any other course or workshop I've ever been to of any kind. "VERY EXCITING"

2. I had never been to something like this. I wish we had spent more time on working on the material. We felt we wasted more time than was necessary. I'm using the textbook. I would have liked to have gone over the material in the textbook and used more of it in the workshop.

3. More time to devote to having the participants actually use the materials, test them out. Teaching them to one another.

4. Redfield--I think it would be a good idea to give more money to just one guy or a couple who are using the materials in their classrooms and have them visit schools and show the materials and how they are used. I feel this would be almost better than sending the whole team.

5. Rog--How wise do you think the $1,000 investment was on you the principal, as opposed to another teacher?

   When in these times when money is so tight, and the SS department comes to you with a program, you know something about it, it is a lot easier to justify spending the money for it. If I didn't know what they were about it would be easier to say no and spend the money where I know something about the program. Having the administrator know something about it will motivate them to spend money on the curriculum more than if they knew nothing about it.

6. The main institute was very good. I have been a principal for 8 years and I had never attended a workshop like this one that was geared to curriculum--I think this was good for me to see because if some teachers promoted it I could look at it with more interest now because I have seen it.

7. The workshop itself was excellent, comfortable--everyone enjoyed the activities. Still it was a long day. The only thing is that it was in Morris. The things they had to do were good--but many times people just wandered around with nothing to do. There could be more group activities. Activities that are fun but get people together to talk about what they're doing.

8. The only criticism I would ever give of the workshop, is that during the workshop it would be better if we could get in the classrooms. Into the other people's workshops/classrooms.

9. Don't get a team as spread out as ours was. It has really lost its effect because of the distance between us.

10. That is a hard question to answer. I think with materials like this there is a need for people who have used it to talk to people who are going to use it. People need to make a commitment to give things a try. This program does give you the motivation to make the commitment.

PARTICIPANT FEEDBACK - 1972 NATIONAL SCIENCE FOUNDATION FUNDED RESOURCE PERSONNEL WORKSHOP - UNIVERSITY OF MINNESOTA, MORRIS; MORRIS, MN.

EVALUATION FORMS: A = Completed Aug. 2, 1972 during second week of workshop.
B = Completed Aug. 11, 1972 at end of workshop.
C = Completed April - May 1973 end of followup year.

EVALUATION OF WORKSHOP

Number responding: A=55; B=55; C=37
Data presented: Mean (M) and Mode (Mo) for each question.

Objectives

1. How clear was your understanding of the objectives of the workshop before you came to the workshop?

not clear at all — very clear

Mo: ABC
M: CA B

1 2 3 4

M: A = 2,77
B = 3.18
C = 2.68

2. How closely did the content and emphasis of the workhsop coincide with your initial expectations?

not at all — very closely

Mo: ABC
M: CBA

1 2 3 4

M: A = 3.41
B = 3.69
C = 3.03

3. In terms of your own interests, experiences, and job responsibilities, how realistic and useful were the objectives of the workshop?

a) how realistic

not at all — exceptionally

Mo: ABC
M: ACB

1 2 3 4 5

M: A = 3.41
B = 3.69
C = 3.62

b) how useful

not at all — exceptionally

Mo: ABC
M: ABC

1 2 3 4 5

M: A = 3.48
B = 3.72
C = 3.72

4.

a) The workshop goals were not specified very clearly — The workshop goals were specified very clearly

Mo: C A
M: AC

0 1 2 3 4 5 6 7 8 9

M: A=6.26
C=6.24

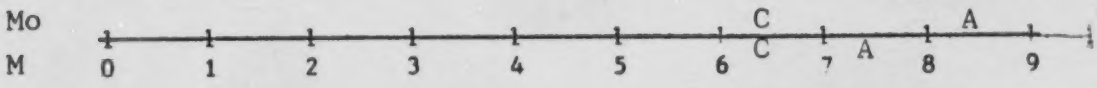
b) The climate or atmosphere of the workshop was poor — The climate of the workshop was very good.

Mo: C A
M: C A

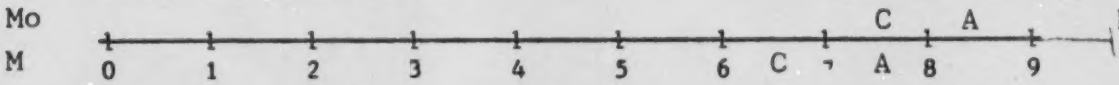
0 1 2 3 4 5 6 7 8 9

M: A=7.11
C=6.81

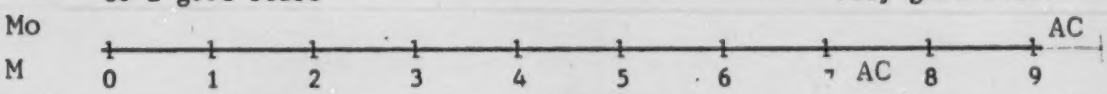
c) The "wrong" people came to the workshop — The "right" people came to the workshop



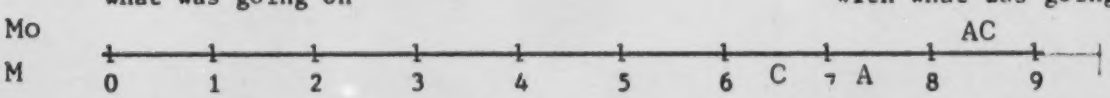
d) The overall design of the workshop was ineffective — The overall design of the workshop was quite effective



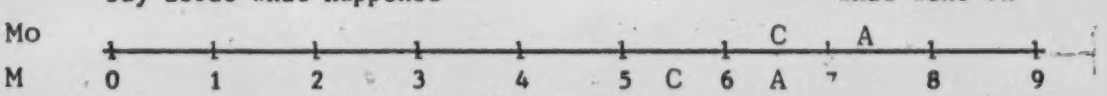
e) The workshop did not get off to a good start — The workshop got off to a very good start



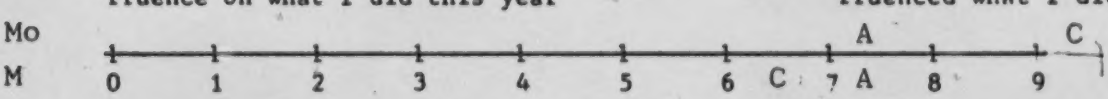
f) During the workshop, the staff did not seem to know what was going on — The staff of the workshop seemed to be in very good touch with what was going on



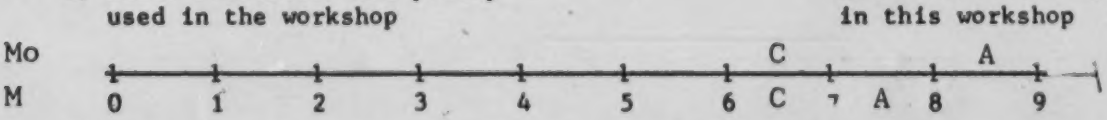
g) As a participant in the workshop, I felt I had little influence or say about what happened — As a participant, I felt that I shared actively in influencing what went on



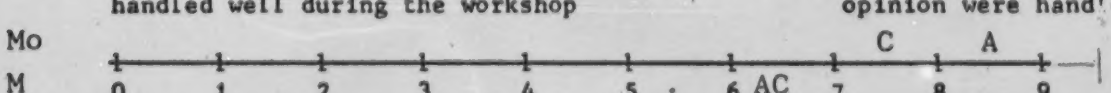
h) The program has had no influence on what I did this year — The program has strongly influenced what I did this year



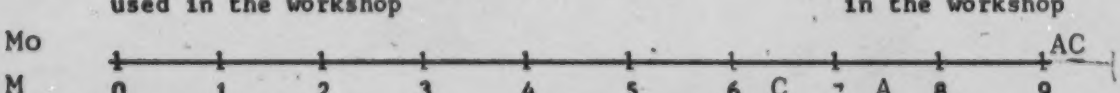
i) Staff resources were poorly used in the workshop — Staff resources were well used in this workshop



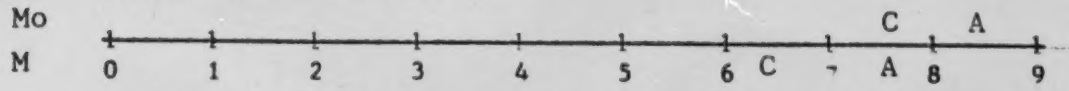
j) Differences of opinion were not handled well during the workshop — In the workshop differences of opinion were handled quite well



k) There were no "experiential" or discovery-type learning procedures used in the workshop — "Experiential" or discovery-type procedures were frequently used in the workshop



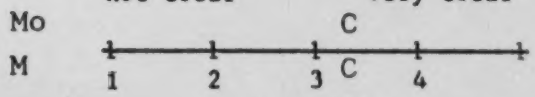
1) Procedures used during specific sessions of the workshop seemed ineffective — The procedures used in sessions were very effective



M: A=7.01
C=6.51

5. My understanding of the goals and expectations of this R. P. W. was:

not clear — very clear

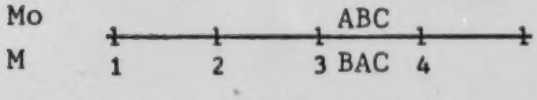


M: C=3.05

Program

6. Which of the following alternatives best describe your reaction to the total R. P. W. program?

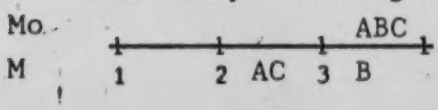
seldom or never stimulating or interesting — stimulating and interesting throughout



M: A=3.10
B=3.03
C=3.16

7. What is your opinion of the schedule and work load of the total R. P. W.?

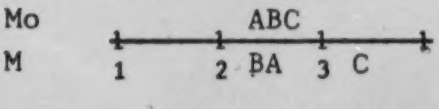
too heavy — too light



M: A=2.81
B=3.01
C=2.97

8. How about the relative emphasis on curriculum materials content and on methods of teaching?

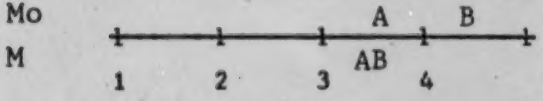
too much teaching methods — too much curriculum materials



M: A=2.90
B=2.07
C=3.08

9. How valuable was the staff consultant contribution to your city team?

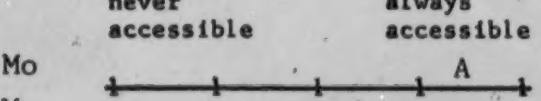
no value — extremely valuable



M: A=3.15
B=3.37

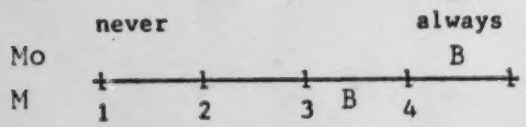
10. How would you describe the accessibility of the staff of this workshop?

never accessible — always accessible



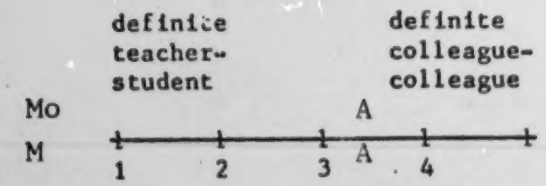
M: A=3.59

11. How would you rate the helpfulness of the staff?



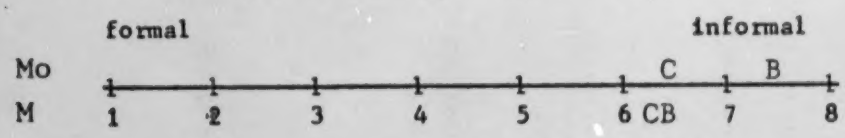
M: B = 3.59

12. How would you describe the relationship you have with the staff?

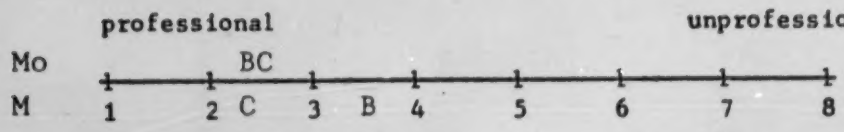


M: A = 3.09

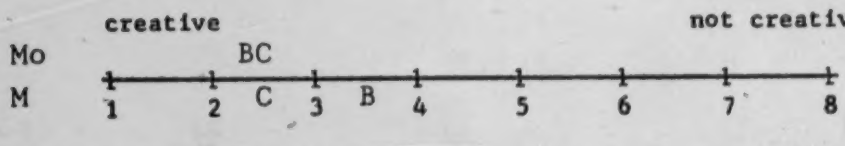
13. I remember the workshop to be:



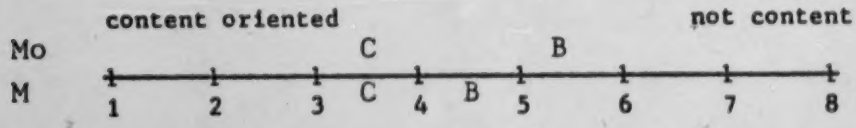
M: B=6.80
C=6.14



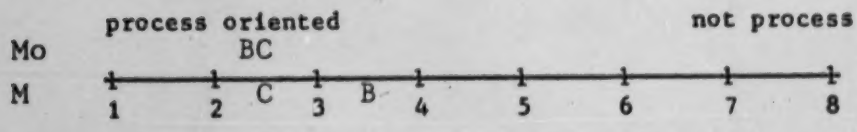
M: B=3.10
C=2.51



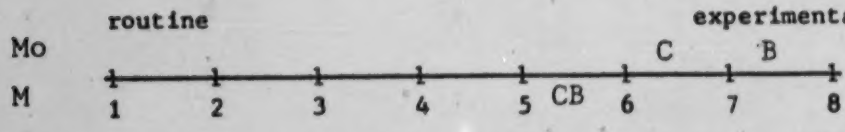
M: B=3.16
C=2.73



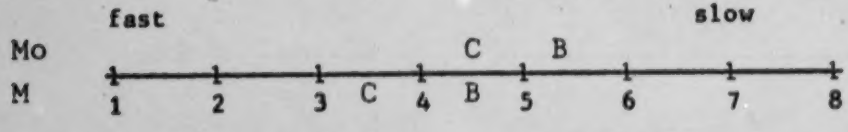
M: B=4.38
C=3.70



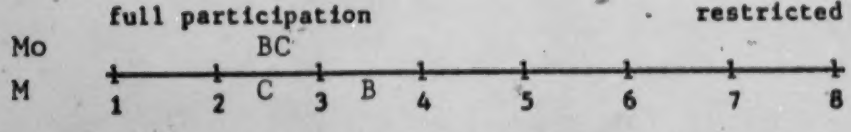
M: B=2.92
C=3.30



M: B=5.60
C=5.22



M: B=4.40
C=3.62



M: B=3.27
C=2.70

much free time — no free time

Mo: C B

M: 1 2 3 C 4 B 5 6 7 8

M: B=4.12
C=3.68

unpredictable — predictable

Mo: C B

M: 1 2 3 4 C 5 B 6 7 8

M: B=5.25
C=4.62

14. How would you rate the overall morale of all the participants?

very low — very high

Mo: A B

M: 1 2 3 AB 4 5

M: A=3.23
B=3.59

15. Overall, I would say this summer institute was:

a) worst I ever attended — best I ever attended

Mo: B A C

M: 1 2 3 ABC 4 5

M: A=3.35
B=3.62
C=3.89

b) number of workshops attended:

	0	1	2	3	more
N:	23	11	9	8	3

Self Assessment

16. Have your opinions of the way your courses should be handled in the school been influenced by your experience in the total R. P. W.?

not at all — a great deal

Mo: ABC

M: 1 2 ACB 3 4

M: A=2.81
B=3.01
C=2.97

17. How would you describe the growth in your understanding of this social science project as a result of the project workshop?

very little — much more than anticipated

Mo: AC B

M: 1 2 3 ABC 4 5

M: A=3.41
B=3.67
C=3.81

18. Your knowledge of the rationale, objectives, learning theory, content, and strategies of the "New Social Studies" curricula as a result of work in this total workshop has been increased:

very little — a great deal

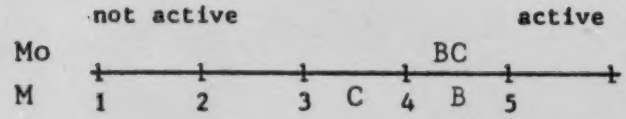
Mo: A BC

M: 1 2 3 ABC 4 5

M: A=3.25
B=3.78
C=3.92

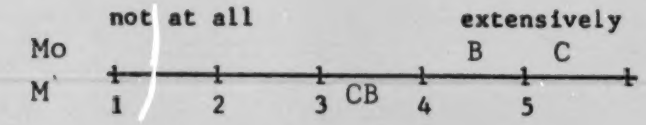
19. I expect to be (have been):

a) as change agent:



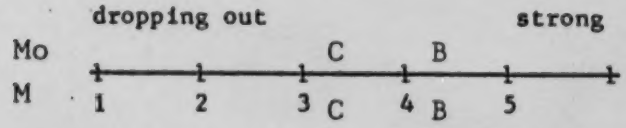
M: B=4.38
C=3.43

b) using the materials:



M: B=3.92
C=3.25

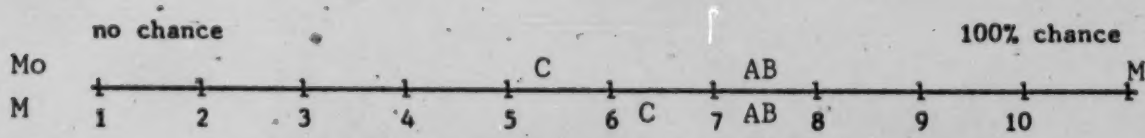
c) as member of the team:



M: B=4.27
C=3.51

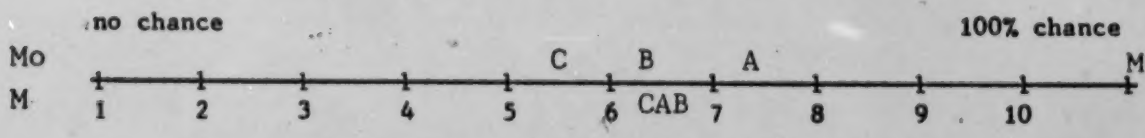
20. The liklihood of your success in carrying out:

a) classroom implementation of the materials:



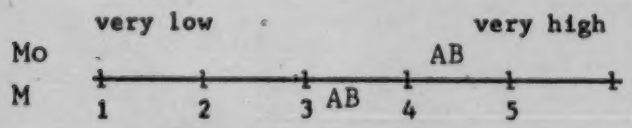
M: A=7.00
B=7.15
C=6.23

b) replicated workshops in your region:



M: A=6.48
B=6.74
C=6.15

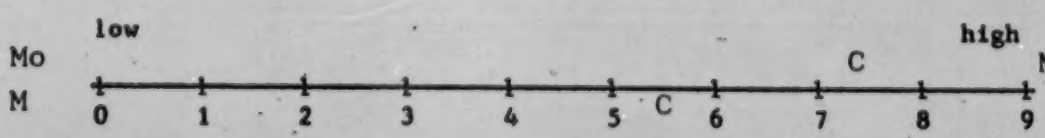
21. How would you rate your own morale?



M: A=3.55
B=3.86

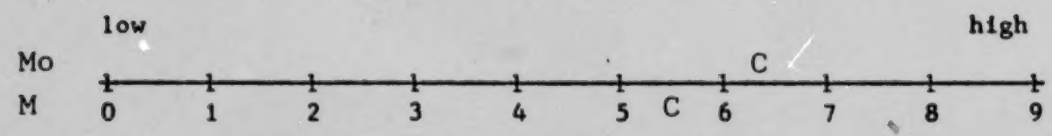
22. React to the following statements taken from the list of R. P. W. objectives.

a) useful knowledge of anthropology-geography-sociology



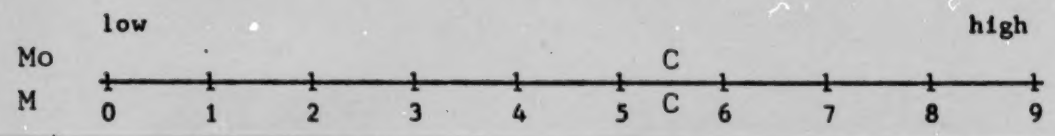
M: C=5.81

b) successful experience in teaching the above discipline



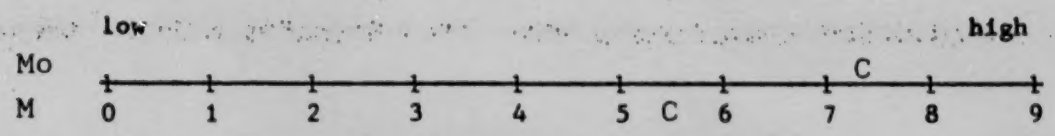
M: C=5.35

c) skill in analyzing and evaluation of curricular materials



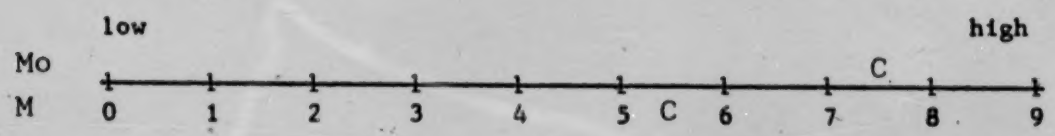
M: C=5.57

d) skill in selecting and adapting new curriculum to existing school structures



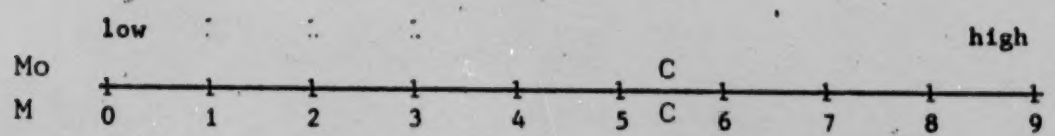
M: C=5.87

e) ability to work in a team for implementation and dissemination of new ideas



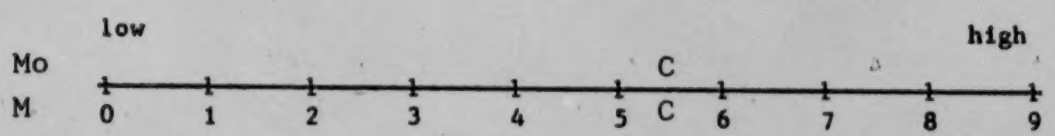
M: C=5.78

f) confidence in explaining to others the nature scope, and substance of new curricular materials



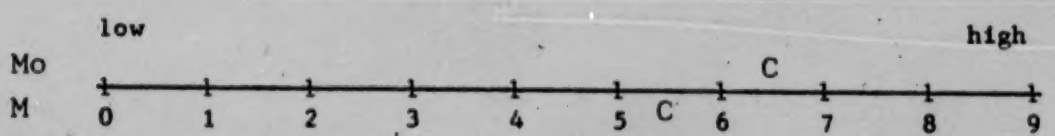
M: C=5.89

g) skill in communication and decision making



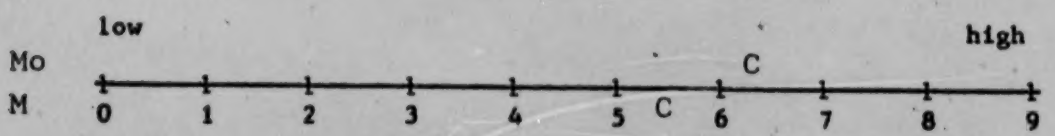
M: C=5.51

h) skill in acting as a change agent



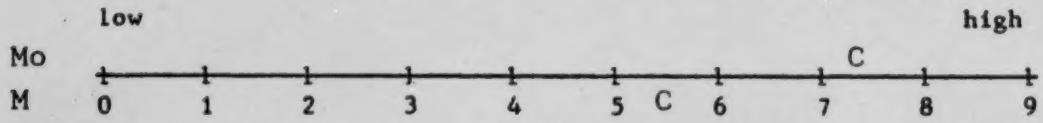
M: C=5.81

i) ability to improve the pre-service training of social science teachers



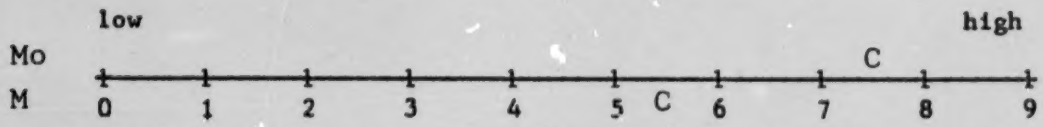
M: C=5.54

j) commitment to directing inservice workshops in my district and / or region



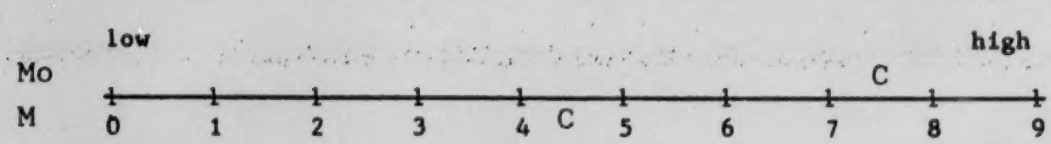
M: C=5.56

k) commitment to using the materials in my classes



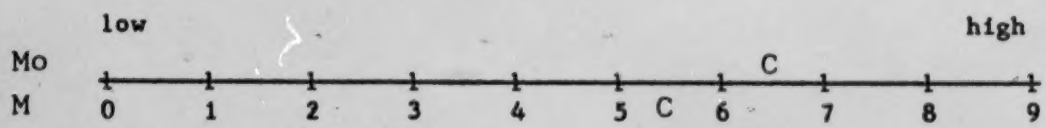
M: C=5.32

l) commitment to seeking out preservice teacher training involvements



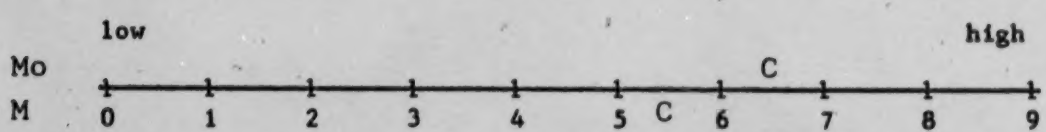
M: C=4.95

m) commitment to developing better school - college cooperation



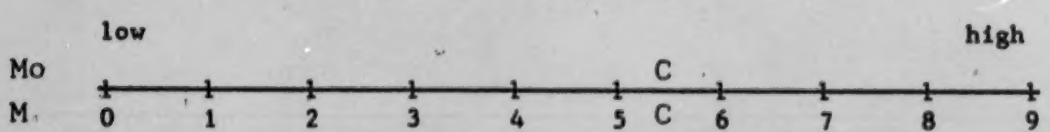
M: C=5.35

n) ability to improve leadership in situations where I am not the formal leader



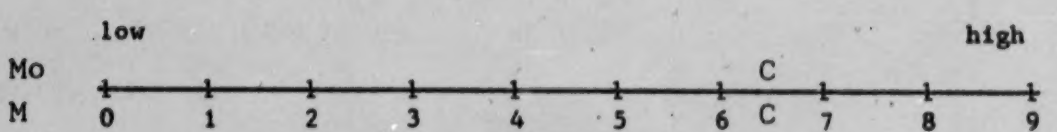
M: C=5.05

o) ability to settle conflicts within the group



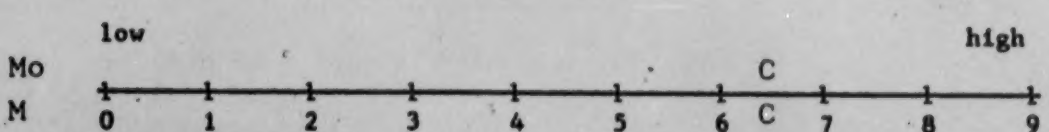
M: C=5.22

p) commitment to professional activities, supervising student teachers and developing school - college cooperation



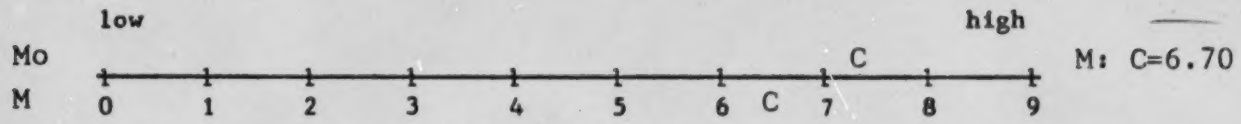
M: C=6.16

q) desirable realtionships with central office



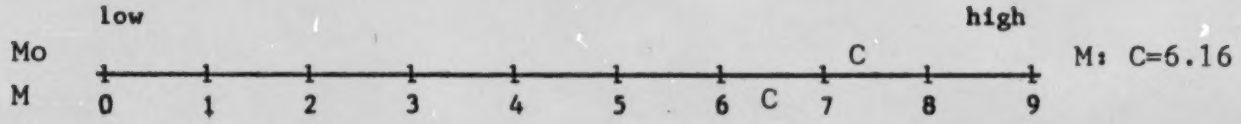
M: C=6.19

r) desirable relationship with immediate supervisor



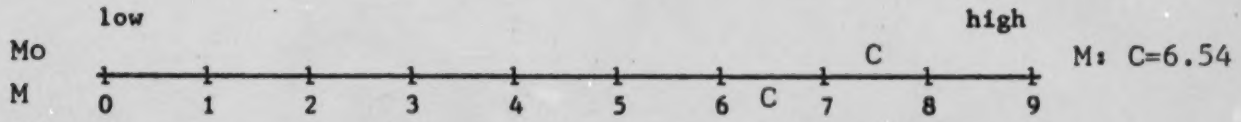
M: C=6.70

s) desirable realtionship with students



M: C=6.16

t) self image as competent educator



M: C=6.54

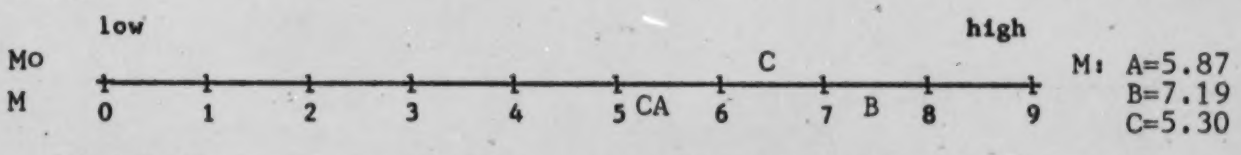
23. The concluding two sections of this questionnaire focus on your perception of your won teaching behavior. Which point best characterizes where you see yourself in relation to the last few courses which you have conducted.

Given During RPW **A = Where you think you will be at the end of the workshop - i.e. in teaching your next course.

**B =

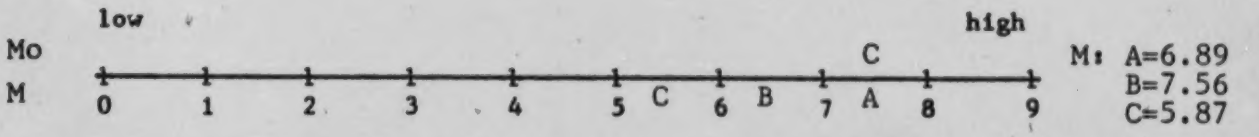
**C - Given one year later

a) I don't specify course goals very clearly — I specify goals very clearly



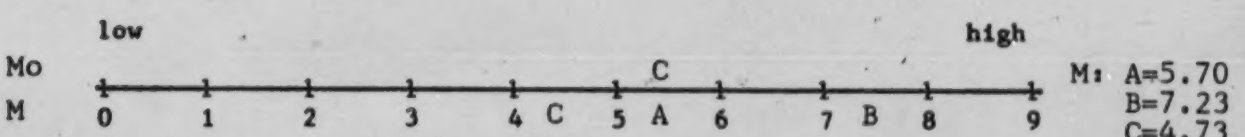
M: A=5.87
B=7.19
C=5.30

b) the climate or atmosphere of my classroom is poor — the climate of my classroom is good



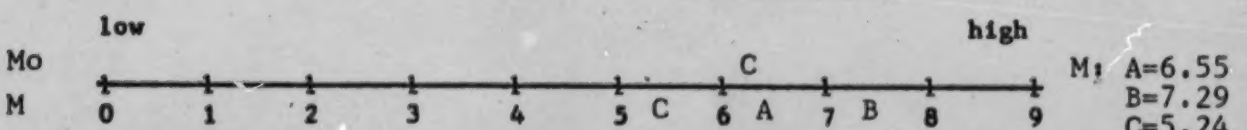
M: A=6.89
B=7.56
C=5.87

c) the overall plan of my courses is sometimes ineffective — the overall plan of my courses is quite effective



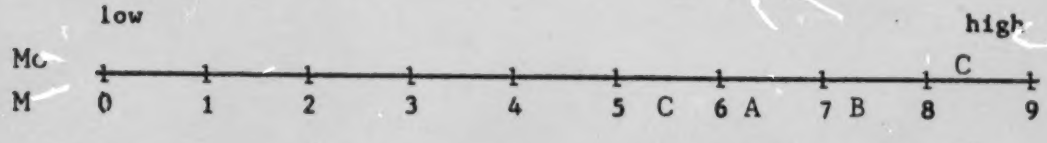
M: A=5.70
B=7.23
C=4.73

d) I have trouble getting my courses off to a good start — I do quite well getting my courses off to a good start



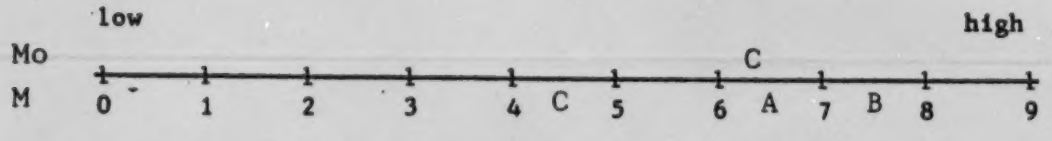
M: A=6.55
B=7.29
C=5.24

e) during my courses, I often feel I don't know what's going on — during my courses, I'm in very good touch with what's going on



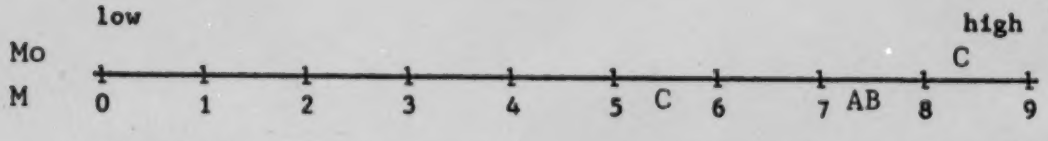
M: A=6.76 B=7.27 C=5.49

f) in my classroom students have little influence or say about what happens — in my classroom students share actively in influencing what goes on



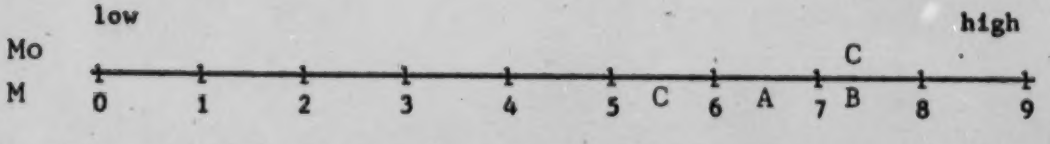
M: A=6.34 B=7.24 C=4.76

g) I have difficulty handling differences of opinion when they come up in my classroom — I handle differences of opinion well when they come up in my classroom



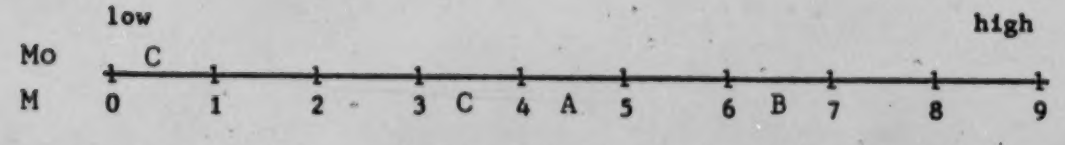
M: A=7.04 B=7.51 C=5.60

h) I rarely use "experiential" or discovery-type learning procedures in my classroom — I frequently use "experiential" or discovery-type learning procedures in my classroom



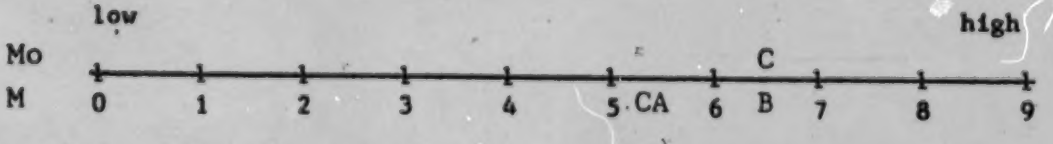
M: A=6.36 B=7.76 C=5.51

i) I would like to change some of the ways I conduct courses — I am pretty satisfied about the way I conduct courses



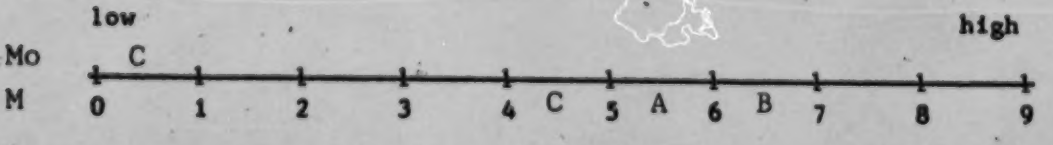
M: A=4.44 B=6.10 C=3.60

j) I have a feeling that I don't know what a course has accomplished — I have a pretty good information that tells me what a course has accomplished



M: A=5.59 B=6.68 C=5.08

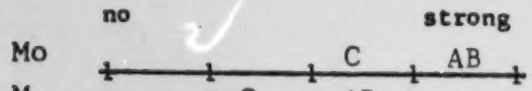
k) my students don't seem to use what they have learned — my students use what they have learned quite completely



M: A=5.28 B=6.62 C=4.43

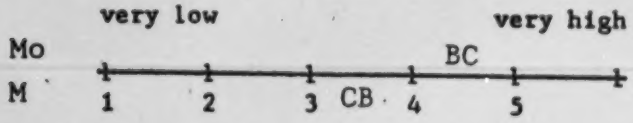
Team and Implementation

24. Is there a feeling of group solidout among members of your city team?



M: A=3.33
B=3.35
C=2.83

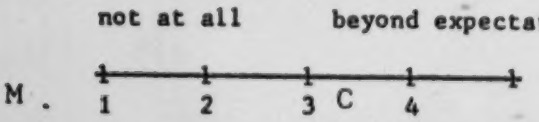
25. How would you rate your city team morale?



M: B=3.85
C=3.29

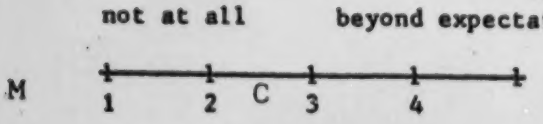
26.

a) I have fulfilled by personal commitment to the R. P. W. goals



M: C=3.08

b) my team has fulfilled its commitment to the R. P. W. goals



M: C=2.91

FINAL REPORT

Summer 1973 Resource Personnel Workshop
University of Minnesota, Morris
Morris, Minnesota 56267

Grant # GW 8344

Sections		Page
I	Overview, Conclusions, Recommendations . . .	1
II	Report on Participant Dissemination and Implementation Activities (September 1973-May 1975)	6
III	Participant and Student Response to Efforts of RPW (participant and student feedback from taped interviews made during follow-up visits to each team site).	11
IV	Participant Feedback--written (responses to questionnaires completed three times over a 10 month period)	22

Submitted by
Craig Kissock
Roger Wangen
Project Directors

FINAL REPORT - 1973 NATIONAL SCIENCE FOUNDATION FUNDED
RESOURCE PERSONNEL WORKSHOP HELD AT THE UNIVERSITY OF MINNESOTA, MORRIS
MORRIS, MINNESOTA GRANT #GW 8344

OVERVIEW

In January 1973 the University of Minnesota, Morris received a grant from the National Science Foundation to direct a Resource Personnel Workshop to improve social science education at the pre-college level. The objectives of this workshop were to, through training, implementation, and general dissemination of the Anthropology Curriculum Study Project, the High School Geography Project and the Sociological Resources for the Social Studies Project, achieve the following goals:

GENERAL

1. To enable the participants and their colleagues at home to become more effective social science teachers by changing attitudes toward the teaching-learning process, toward the nature and substance of the disciplines, and toward the student.

2. To train and support teams of educators committed to becoming resource persons for the implementation and dissemination of new Social Science Curricula in their school districts and regions.

3. To develop patterns of cooperation between schools, colleges of education and the liberal arts, and other organizations committed to quality social science education.

SPECIFIC: PARTICIPANTS WILL GAIN OR STRENGTHEN THEIR:

1. Knowledge of the disciplines of Anthropology, Geography and Sociology.

2. Experience in teaching the materials from the three curriculum projects.

3. Skill in analyzing and evaluating new curriculum materials.

4. Skill in selecting and adapting new curricular ideas to existing school curricula.

5. Ability to work in a team to develop implementation and dissemination strategies.

6. Confidence in explaining to others the nature, scope and substance of the new curriculum materials.

7. Skill in communication and decision making.

8. Skill in acting as a change agent in implementing new materials.

9. Ability to improve the preservice training of social science teachers.

Six teams were recruited for this two-year program including a three-week summer workshop and sixteen month team activity and followup period. Each team was ideally composed of six classroom teachers, two school administrators and two college professors representing teacher education and the social sciences. Six teams were selected--their actual composition is as follows:

Team	No. of Teachers	No. of Administrators	No. of College Professors	Totals
Greenville, Delaware	7	2	1	10
Lexington, Kentucky	6	1	2	9
New Hampshire (state-wide)	9	1	1	11
Pennsville, N.J. (and area schools)	7	3	1	11
Greensboro and Moore County, North Carolina	6	3	1	10
Virginia Beach, Va. (six teachers participated at school district expense)	14	1	1	16
	49	11	7	67

The above listed teams were visited by the project directors prior to the workshop as part of the selection process. These individuals then participated in a three week workshop held on the University of Minnesota, Morris campus in Morris, Minnesota from July 22 through August 10, 1973.

The staff for this workshop included:

RPW Directors

Craig Kissock
U of M, Morris
Morris, Minn. 56267

Roger Wangen
State Dept. of Education
St. Paul, Minn.

Project Staff

ACSP

Wes Bodin--director
St. Louis Park Schools
St. Louis Park, Minn.

Lee Smith--demonstration teacher
St. Louis Park Schools
St. Louis Park, Minn.

Robert Kiste--anthropologist
University of Minnesota
Minneapolis, Minn.

HSGP

Bruce Tipple--director
Minneapolis Public Schools
Minneapolis, Minn.

Cheryl Charles--demonstration teacher
Olympia, Washington

Ruth Hale--geographer
University of Wisconsin
River Falls, Wisconsin

SRSS

Fred Risinger--director
Indiana University
Bloomington, Indiana

Ronald Burks--demonstration teacher
Columbia Public Schools
Columbia, Missouri

George Donahue--sociologist
University of Minnesota
Minneapolis, Minn.

Following the workshop team implementation, dissemination and training activities were followed by phone and letter communication, supported to the extent of $1000.00 per team to cover dissemination and training costs, and visits by project staff to help initiate team activities and to gather feedback on the success of the workshop and activities of the teams.

CONCLUSIONS

Many of these statements are supported by the data in the sections of this report that follow. A few of them are the result of our own direct observations and experience.

IMPLEMENTATION/DISSEMINATION

1. All of our teams did use and disseminate the project materials more than meeting their minimal commitments and often going far beyond them. This performance varies across teams.

2. Teachers trained in the project materials continue to use them during the second year after the workshop. They often start using materials from projects they were not directly trained in, but which were a part of the RPW program.

3. We can demonstrate that for every RPW participant, between one and two teachers who did not participate in the Morris workshop are now using the project materials as a result of the efforts of RPW participants.

4. RPW participants and their students have strong positive feelings about the project materials.

5. Participation in this workshop:
   --improved participants' confidence and self-image
   --heightened participant professional feelings and involvement
   --increased participants' ability to work <u>with</u> students and increased their <u>caring</u> about students.

6. RPW participants:
   --Believe in this program as an effective means of initiating change in education.
   --Feel a common bond and continued commitment to team membership and activities two years after the workshop.
   --Have a wide range of feelings of success and disappointment when talking about team dissemination activities.
   --Find, one year after the workshop, that the program influenced their teaching far more than they expected at the end of the workshop.
   --Feel quite positive about the workshop and how what they learned affected their actions.
   --Remain consistent in the self-assessment of their role as a change agent and implementor of project materials from the end of the workshop to one year later.
   --Have strong positive feelings about their teaching behavior one year after the workshop.

WORKSHOP PROCESS

Pre-Workshop Team Selection

1. Recruiting and maintaining a team of 10-14 educators is quite possible

2. If participant expectations are not understood and clearly dealt with at all points in the grant program it can cause an early end to the whole project.

3. It is realistic to expect school districts and teams of educators to commit themselves in writing, prior to workshop involvement, to the purchase, use and regional dissemination of social science curriculum materials of which they have little or no understanding.

4. Teams must be recruited on the understanding that a "support system" exists both within and external to the team.

5. On-site visits serve many valuable purposes for team selection and followup.

Workshop Operation

1. Participant expectations and desires are equal in importance to staff expectations and goals.

2. The workshop staff should be more concerned with meeting participants' group process needs than subject matter needs at the beginning of a workshop.

3. Participants have as much to offer a workshop as staff members do.

4. All staff meetings should be open to all participants and their involvement encouraged through advertising of meetings, setting times convenient for everyone, and through appropriate seating arrangements and other encouragement during the meetings.

5. Teachers, administrators and college faculty participants should not be scheduled into activities or tracts based on their back-home role for training during the workshop.

6. Participants should be encouraged to bring their families.

7. In every workshop a low or slump develops at some point.

8. The end of a workshop is always too late for participants.

9. Training teachers to effectively use new curriculum materials and be able to train others in their use are not sufficient objectives for dissemination programs.

Follow-Up

1. A team without a key leader to initiate, develop, and follow-up team activities is nearly worthless.

2. Teachers make very effective disseminators and trainers of other teachers.

3. Some change agent teams are more effective in changing teacher behavior in their own district than in districts outside their own. While with others the opposite is true. The reasons for this are unclear.

RECOMMENDATIONS

The RPW concept is a good one--it achieves many of the objectives for which it was developed. It is very effective in achieving direct implementation and broad dissemination of the project materials. If training has happened at the rate we feel it has here (with 1 or more new teachers using the materials for every participant in our workshop) then this objective has been met also--but certainly not to the extent that it might. Therefore, we present the following as our one primary recommendation--any others can be deduced from some of our conclusions and the data on the following pages.

Many resource teams have now been developed throughout the country and through the efforts of many individual projects located in such states as North Carolina, Alabama, Colorado, California and of course, Minnesota. As of this date, June 1975, we have worked to develop and support twenty-four Resource teams across the Mid and Eastern United States. Many of these teams are made up of proven leaders and teachers thoroughly committed to these materials and the teaching process explicit in them. The problem is that the resources in these teams are not being exploited anywhere near their full potential--a potential which if used in each local or regional area, could have a far reaching TRAINING impact.

Our proposal: That successful teams be contacted again; that the "key leader" or a new leader be determined and properly supported to carry out the role of a project director. That each team should be "upgraded" to have at least one teacher trainer in each national project at the secondary level and develop their training skills. That each project director would recruit participant teachers from local and regional schools--all with appropriate commitments for purchase and opportunity to use the materials--for a 40-hour training program with the following objectives:

1. Train participant teachers in one curriculum project for their direct use in the classroom.

2. Develop grades 7-12 social studies programs for each district through which the project materials are integrated into rational programs for students.

3. Present participants with minimal change agent skills for informing and training other teachers within their districts in the use of the materials and for implementing the 7-12 curriculum program.

This project would, after an initial upgrading session, function using minimal national resources and initiate the probability of on-going locally run and locally supported training programs. It would build on the strongest teams and individuals from past RPW's; would result in the spreading of the experiences we and others have gained from directing our programs, would function according to tested and tried techniques; and at the very least, would insure the effective use of experienced individuals whose talents are now being lost--when they should be built upon, while we, "go out of business."

REPORT ON DISSEMINATION AND IMPLEMENTATION ACTIVITIES OF RPW TEAMS FOLLOWING 1973 UMM WORKSHOP - INCLUDING RESULTS OF A SURVEY 2 YEARS AFTER THE RPW.

New Jersey Team

Thirteen RPW members conducted an all-day clinic at the Educational Improvement Center on February 5 for 55 participants. Included presentation of ASGP, SRSS, ACSP.

Five RPW members presented a workshop and follow-up at Bridgeton High School, New Jersey for regional meeting of the New Jersey Association for Supervision and Curriculum Development--April 1974.

Workshops for parents were presented at Wilmington Friends School--October, January, March and "Three-in-One" in May.

A Spring Semester, 3-graduate credit course was offered for 20 students at Pennsville High School. Topics included geography principles upon which the high school geography project is based and adaptation of project to geography realities of New Jersey.

Virginia Team

Held an organizational session on August 26 on Dissemination and Implementation. Sub-teams by project finalized methods and materials to be presented.

Presented program introducing curriculum materials for 25 social studies teachers. Also conducted a session with 130 social studies teachers in the Virginia Beach system. Sub-team presented information to 300 participants at District L and 150 social studies teachers from District T.

Virginia Beach team and North Carolina team finalized plans for future programs in eastern North Carolina--culminated in two sessions in Elizabeth City on January 15 and March 4th for 200 teachers and administrators.

Mini-sessions were offered on November 9 and 10 to Virginia Council for the Social Studies Annual Conference in Charlottesville--300 participants.

An RPW team conducted a 12-hour mini-course designed to inform elementary and secondary teachers about project materials for 40 Virginia Beach teachers.

A team report was presented to Virginia Beach Secondary School Administrators in the fall. Administrators became acquainted with the project and Minnesota Workshop.

Funded six additional teachers from Virginia Beach for NSF Workshop at Morris next summer. Release time also granted for dissemination activities.

Kentucky

A workshop was conducted by 6 RPW members at the University of Kentucky on Principles and Techniques of Teaching Social Studies in the Secondary School--30 participants.

(Kentucky--continued)

A workshop was conducted by 3 RPW members at Lafayette High School, Lexington, Kentucky. Participants included a Board of Education member, superintendent and associate superintendent, head of secondary curriculum, state department social studies consultant, four principals, 22 social studies teachers, five counselors and three librarians. An overview of the 3 projects was presented.

A workshop was conducted by 7 RPW members at Eastern Kentucky University, Richmond, Kentucky. Participants included members of the social studies department of the Central Kentucky Education Association, State Department officials, Eastern Kentucky faculty members. Purpose: To orient participants to project materials and inquiry methods.

Offered a 3-graduate credit seminar in social studies to NSF Resource Personnel Workshop team members on implementation and dissemination of materials for the Fayette County Public Schools.

New Hampshire Team

5th Annual Northeast Regional Conference--Clinic #9 was held on integrating NSF Social Studies materials into an existing curriculum--Boston, April 1974.

Ten educator team developed eight workshops to present to teachers, administrators, and/or school boards. Subject: ACSP, HSGP, SRSS and also social studies curriculum, teaching strategies materials and objectives.

Presentation and clinic at NCSS Convention.

Meeting of Hollis group at Winding Brook Lodge to plan year's activities.

Graduate level course on New Perspectives in Social Studies offered at Rivier College.

Meeting of New Hampshire Council of the Social Studies at which NSF materials were demonstrated--October 1973.

Report that all team members are using some materials--two using HSGP but supplementing with other things, five others using some of the materials with good success. Some districts appear ready to buy into the staff-development program.

Some team members working with colleges in preservice programs.

North Carolina

Presentation at North Carolina State Conference by six RPW members.

High Point Workshop was conducted by four RPW members.

Visited Virginia Beach schools.

Delaware Team

A 4-day exchange of five Virginia Beach and five Wilmington secondary social studies teachers was held. Purpose: to give participating teachers an opportunity to observe the social studies programs in the schools they visited.

Teachers at Mt. Pleasant High School were introduced to HSGP.

Introduced HSGP to 14 teachers at State In-Service Workshop.

Described HSGP at PTA meeting, March 1974.

Planning a summer teacher-training workshop on HSGP.

Ten teachers taught two social studies courses in mini-course program using SRSS, HSGP and ACSP.

RESULTS OF FEBRUARY 1975 QUESTIONNAIRE ON USE OF PROJECT MATERIALS
(44 participant responses - 31 teachers; 9 administrators and 4 college professors of an original 67 participants - 49 teachers; 11 administrators and 7 college professors)

Part 1. Participant Use of Materials

1. What is your current position: None of the respondents has changed their job since attending the workshop except that five teachers now serve as part time department chairmen.

2. Are you currently using any of the project materials?

   yes: 29 teachers; 9 administrators/college professors
   no : 2 teachers; 2 administrators/college professors

3. Which materials are being used:

   ACSP: 17
   HSGP: 24
   SRSS: 21

4. In what manner are these materials being used?

   10 - As reference for the teacher, but not used by students
   17 - As supplementary materials for students
   14 - As the basis for a complete course and used by students

5. In what social studies courses are the materials being used?

   ACSP: Used primarily in Anthropology and World History courses at the tenth and eleventh grade levels
   HSGP: Used primarily in Geography and U.S. history courses and other miscellaneous courses evenly throughout grades 10-12.
   SRSS: Used primarily in Sociology courses with a strong showing in American Studies at the eleventh and twelfth grade levels with a few at 10th grade.

6. In order to determine actual class use of the project materials, teachers were asked to state:

   a) how many social studies classes they taught per day
   b) how many class days in their school year
   c) the number of class opportunities for their social studies instruction (i.e., a x b = c)
   d) how many class hours in the school year (i.e. that portion of (c) they centered their instruction on use of each of the project materials and with how many students.

The results are as follows for the 1973-74 and 1974-75 academic years:

year	statistic	(a) classes per day	(b) days per yr	(c) class opp soc. st.	(d) ACSP # of class hrs	(d) # of students	(d) HSGP # of class hrs	(d) # of students	(d) SRSS # of class hrs	(d) # of student
1973-74	N	28	28	28	10	10	14	14	13	13
	Raw totals	127	5040	22860	968	724	1913	1058	3185	1170
	Mean	4.5	180	816	99	72	137	76	245	90
	Range	3.5-5	180-180	360-900	2-225	12-140	9-600	27-145	90-720	15-180
	Mode or Mode range	5	180	900	0-49	100-149	50-99	100-149	50-99	0-49
1974-75	N	29	29	29	12	12	13	13	12	12
	Raw totals	31	5127	23119	1265	963	1709	1024	2900	1175
	Mean	4.5	177	797	105	80	132	79	242	98
	Range	3-5	90-180	450-900	3-324	12-145	2-700	20-140	45-720	14-240
	Mode or Mode range	5	180	900	0-49	50-99	0-49	50-99	100-149	100-149

The primary patterns that seem to emerge are:

a) SRSS is used more than HSGP which is used more than ACSP
b) The extent of use of all three projects remains quite constant over the two years.

7. Has the teaching process implicit in the project materials affected your teaching of other subjects and topics in social studies?

None at all |---------|-------|-----3-----|-----10----|---13---| A great deal

Part II: Dissemination/Training

1. Have you been involved in team arranged inservice workshops and meetings?

yes: 43
no: 1 (an administrator)

a) How many workshops and meetings?
an average of 3.7 sessions per participant (Range: 1-8; Mode: 3 sessions)

b) For how many participants?
an approximate average of 103 (Range 18--"several hundred;" Mode 150)

c) How many workshops planned for the future? 7

2. Beyond team arranged workshops and meetings how many educators have you talked to? of 34 replies approximate total = 750, mean = 22, range 3-50.

3. How many educators do you <u>know</u> are using the materials in their classes as a direct result of your efforts? Total is <u>58</u> plus some statements of "several".

4. How many educators do you <u>think</u> are using the materials in their classes as a direct result of your efforts? Approximate total: 173
- A number of "no way of estimating" statements.

PARTICIPANT AND STUDENT RESPONSE TO EFFORTS Of NSF 1973 MORRIS RESOURCE PERSONNEL WORKSHOP

INTRODUCTION

In the spring of 1974, approximately eight teaching months after the summer workshop, two staff members made on-site visits to each team site. During these follow-up visits interviews with nearly all team members and many of their students were held and tape recorded. The following report summarizes the ideas and feelings expressed in these interviews.

Typed transcripts were made from the recorded interviews, in which individual comments applying to the workshop program were abstracted for ease in classification and use. These statements were then grouped into four major categories as follows:

I. Reactions to the Project Materials and their Use
II. Participant Feelings of Personal and Professional Growth
III. Participant Reactions to the Resource Personnel Workshop
IV. Participant Reactions to the Implementation and Dissemination Process.

Participant and student statements, while subjectively chosen for use in this report, were selected to represent the following:

1. The major concerns or themes expressed throughout the statements.
2. Responses from a variety of the teams in each category.
3. The range of comments given in each category

Similarly, statements presented:

1. Are limited in order to keep this report short. (The total number of comments made in each category is given to give the reader an idea of the emphasis placed on the topic by reactors)
2. Do not follow a set ratio of comments selected to comments available.

RESULTS OF INTERVIEWS

I. Reactions to the Project Materials and their Use
   A. Participant Reactions to the Anthropology (ACSP) Materials
   B. Participant Reactions to the Geography (HSGP) Materials
   C. Participant Reactions to the Sociology (SRSS) Materials
   D. Participant Reactions to the Project Materials in General
   E. Participants' Students Reactions to Classes in Which the Project Materials Were Used.
      1) Reactions in General
      2) Comments on use of discussion and small groups

II. Participant Feelings of Personal and Professional Growth
   A. Self-concept
   B. Professional Feelings } Statements
   C. Attitudes to Kids

III. Participant Reactions to the Resource Personnel Workshop.
   A. Participant Belief in Process } 5 statements
   B. Suggestions
      1) Intra-team activities
      2) Use of peer teaching in the workshop
      3) Materials integration
      4) Follow up after the training program

IV. Participant Reactions to the Implementation and Dissemination Process
- A. School district support
- B. Team feelings a year later
- C. Felt successes and disappointments
  - 1. Successes
  - 2. Disappointments
- D. Problems and Suggestions
  - 1. Problems
  - 2. Suggestions

} Statements

I. REACTION TO THE PROJECT MATERIALS AND THEIR USE

A. Participant Reaction to the Anthropology (ACSP) Materials

Positive---(4)---|---(3)---|---Negative
(7 comments in total)

Representative Reactions

For the most part, the kids felt more comfortable working with the project material than with the book. They enjoyed working on the bushmen and pygmies more than I thought they would. Some had a hard time grasping concepts in the status section. It took them a good day to get into the stuff. Getting into it is the hard part. It's completely new to them. After they got into it they came out with more success.

I only used one unit out of the four. I thought there might be another course next year which would get into material in the other three units. Also inquiry is new to me--I have to learn a new way myself. I will use the same material again next year and maybe more.

A lot of the parents stated they'd like to read anthropology; some parents really enjoyed it; parents were overjoyed that the class was finally getting at something besides facts; parents said that their kids were interested in the material this year (other years they had hated it).

B. Participant Reaction to the Geography (HSGP) Materials

Positive---(8)---|---(1)---|---(2)---Negative
(11 comments in total)

Representative Reactions

Used Geography of Cities; Farming; used the one on Sites in conjunction with a couple of films and it worked out pretty well; the kids really liked farming.

I like the materials and the approach. It got me out of my old way of teaching. Used "Manufacturing and Agriculture", then went to the unit on cities, started out second semester with culture unit and just completed the one on political geography and started this morning on "Habitat and Resources". I'm sure that there will be more kids taking it in the future. We had to discourage people from signing up this second semester because we didn't have enough materials for them. I'm promised two classes next year. Wouldn't want to teach over two classes of this type at one time--for example, all the tests have to be essay type tests, and that takes time, and you have to get all this material together. The High School geography thing has affected my teaching in my other classes. I use more games because I feel comfortable with them now. I'm not so scared to try new things.

C. Participant Reactions to the Sociology (SRSS) Materials

Positive--(8)--|---(7)--|--(2)---Negative
(17 comments in total)

Representative Reactions

I think the sociology materials went over very well in class. The first semester I used the episodes only. The second semester, we're implementing the episodes plus the textbook. We used about 4 or 5 of the episodes. I tended to lean toward the episodes. I thought they went very well.

I really like the materials. They're extremely valuable. I don't have much of a background in sociology and I can use them fairly easily.

I used material with two classes. In my class on minorities, I used "images"--in another class called U.S. Today, we did an episode with Divorce. Students were not as interested as I thought they would be. They enjoyed the girl-watching thing, but got bored with it after a couple of days. With Divorce, we did the questionnaire and read a couple of cases, and then they were ready to go on to something else.

D. Participant Reaction to the Project Materials--General

(12) (4) (4)
Positive-----|---------|-----Negative
(neutral)

(20 comments in total)

Representative Reactions

I think it would be good if this way of teaching were to be developed in other subject areas as well.

We used the material extensively. It was very successful. We plan to keep using it.

Materials are organized in such a manner so that it doesn't allow anything to lag too long, and it doesn't go too fast for the students; gives them a variety of things to do.

Feel that the kids learn a lot more through that material; showing alternative ways for the kids to learn helps in getting through to some of the kids who didn't seem to be learning anything before--they learn to come out and make decisions on their own.

Feel pretty good about the materials.

Wouldn't want to use this material all the time--maybe every two or three weeks for a change of pace.

Had a hangup with grades when using this material; would use regular material for first 2 or 3 weeks of grading, then when I had my grades pretty well fixed, then spend last week in inquiry sessions.

E. Reactions of Participants' Students to Classes in which the Project Materials Were Used

Positive----(20)----(5) (neutral)----(2)----Negative

(27 comments in total)

Representative Reactions

a) Overall Reactions:

Some kids felt that this is one of the better classes. About 2/3 thought that this was their favorite class.

This class has more projects and work things; it's more related to me than just reading a book and answering questions. You get a basic feeling for what you've done instead of just memorizing facts. Don't typically do small group work in other social studies classes. The teacher still talks a lot--but with us, not to us. When you just read the material, you don't learn as much as you can through discussion.

Last year we (two kids) took the class and it just wasn't as interesting as it is now. Last year we just read, did exercises, and took tests. Here we discuss it, read things we need to, but don't have an actual test--it's more or less just discussion.

One student stated that in the book there are facts given and it's easier to understand.

Able to relate the activities and discussions to your life and experiences and help you to understand why you're doing the things you're doing and living the way you are.

b) Use of Small Groups and Discussions

Positive----(8)----(2) (neutral)----Negative

(10 comments in total)

Representative Reactions

They did more small group activities when they used the material than when they used the book. Most of the kids liked that. Comments were: it's easier to work together, you can compare ideas, talk about them, and figure out what's right and what we think is a better way; it's a lot more interesting, you get more done; A lot of people are inclined to work better if they work in groups because it's more interesting. You feel more free to talk in front of a small group than in front of a large group; you're with your friends; you're not so scared to give what might be a wrong answer; you're not scared of the teacher.

II. PERSONAL AND PROFESSIONAL GROWTH

A. This program has a strong positive effect on participants' confidence and self-image.

Agree----(13) (neutral)----Disagree

(13 Comments in Total)

Representative Reactions

It's helped me to be a much better teacher. I feel better about myself, I have a better self-concept of myself as a teacher. Have become dissatisfied with the book.

I felt good about the workshop when I got home. I feel much more confident in what I'm doing.

The workshop gave me quite a bit more confidence in myself as a teacher; it was easier to come back and work with new teachers.

I couldn't have recommended Suzy for tenure before, but now she's got more confidence and is doing all right. She's using those materials with a lot of confidence.

I can talk about more new ideas with other teachers now. Feels good to show these new ideas to other teachers.

B. Involvement in this program heightens participant professional feelings and stimulates efforts toward improving their professional actions.

Agree----(17)----(neutral)----Disagree

(17 comments in total)
Representative Reactions

The workshop was meaningful just in meeting different people with different ideas and listening to the informal sessions--talking and developing friendships and learning different people's approaches to problems. It was a valuable experience from a socializing point of view. I think it will affect me more the more experience I get teaching.

It's given me more pride in myself and my profession. You have something new you're sharing with them; you're enthusiastic and they become enthusiastic; makes me feel great. Hope to go to more workshops.

This was the first workshop I've been to. I really enjoyed it. It helped me feel more professional; gave me a purpose and something to strive for; it made me aware of the fact that there are a lot of things happening in social studies that I'm not aware of. Made me want to get more into it.

Me as a supervisor: I see informality now in a different way--as an organized thing. I'm more at ease in accepting noise, etc., with the informal method. It has helped me as a supervisor that a lot of my teachers went to the workshop. I'm working with them far more closely.

I got excited about things again at the workshop. It's given me some new tools to work with with staff members to try to bring about more inductive teaching and more student-oriented classrooms.

C. Teacher Participants Significantly Change Their Perspective of Students and Actions as Teachers.

Agree--(17)--(3)--(3)--Disagree
(neutral)

(23 comments in total)
Representative Reactions

Effect of workshop on teaching. Sense of awareness and how to alert people; getting small activities going. Has assisted me in all my classes and lessons; More conscious of students' problems; of what I'm doing and what I should be doing. Seems to me that you couldn't do anything else but make one a better teacher with this material and approach.

I think my attitudes toward kids have changed. I'm shifting more and more of the burden to them--not telling them things so much but letting them find them. It's been trying to get them to accept more of the responsibility and seeing the need to accept the responsibility.

I think the materials and methodology has somewhat changed my behavior in the classroom. I was familiar with the inquiry approach before I went to the workshop, but I would say that I have become more aware of that method. The material lends itself well to kids looking at things and being able to hypothesize and talking about implications of the material.

I don't think that the workshop changed me too much because I usually operate in that manner. I was supported by the workshop, though.

III. REACTIONS TO RESOURCE PERSONNEL WORKSHOP

A. Participants come to believe in this workshop as an effective means of initiating educational change
(Editor's note: Comments that spoke directly to the day to day and overall operation of this particular three-week summer program have been edited out--46 of the 72 comments made under this heading. The 26 comments selected for this report focus on suggestions and reactions which are generalizable to other workshop programs.)

Agree----(9)----+----(1) (neutral)----+----Disagree

(10 comments in total)
Representative Reactions

Thinks it was a good expenditure of money--this is the only way to get the project disseminated. Thinks it would probably work to train fewer people at the workshop and then contract them to train others.

You did a good job and used the money in a good way. I really think it can make changes in teachers.

I feel that the concept of an RPW is good. I think it was well worth the money that you spent.

Can't think of a better way to use the money; it was as effective a workshop as I've ever seen or attended.

B. A number of suggestions, along four themes, for future RPW programs were made during the follow-up interviews. All comments made which seem to apply to the RPW concept in general have been included here.

1. Intra-team activities

I would have liked more preparation before we got to Minnesota. Maybe we should have had a little more homework; some of the things seemed cold--maybe there could be alittle more understanding; maybe we could have gotten into things a little deeper.

Thought that it might be good if there was some intervisitation between team members before the workshop.

If we're after dissemination, why not take a school system, get every social studies teacher in the secondary schools, and take the workshop there and spend some of the money that you spend on the project on materials, instead, so that you have a model that could be used by the entire state. Within the county, we don't really have the social studies material in action so that you could see it as it might work in different classes.

If somehow the team could get some kind of resources where it could somehow train one another, it would be better.

2. Use of Peer Teaching During the Workshop:

I would have liked to have seen more emphasis on teaching style. I think that the most valuable part was the participants teaching each other--that can help you discover whether or not you're going to be successful in using the materials. I think that the episodes were very good. I think that the state team time might be more effective if it was done on weekends or in the evening.

I think the workshop should be longer. Teachers should have more of an opportunity to teach themselves. Let us get more involved. I think that only one week of introduction would be enough.

I thought it was a good workshop--one of the best I've ever attended. If there's time, perhaps giving the participants a chance to take the actual teaching role and teach the class.

3. Materials Integration

I would support the idea of bringing back maybe 3 people from all the previous teams, and teaching them new stuff, also have them work on the 7-12 program thing, and then send them back again with support.

If the anthropology and other materials could be integrated into various other courses or if we could be given suggestions for integration, it would probably be picked up a lot faster by the other teachers.

Perhaps you could try an interdisciplinary approach--show how teachers can work together using various materials. I was satisfied with the operation of the workshop--I was overwhelmed all the time--it was really great. The ideas, materials, attitudes, meeting other teachers were all good.

Why can't it be structured where NSF helps implement the goals? Why can't you come out and help us set up some district dates? Why don't you go to some of these Universities and initiate and then let us take over?

It would be a good idea if, in renewing the teams, you would send staff people out for a week or week-end to update the teams.

4. Follow-up after the training program

The written proposal at the workshop and the follow-up were good. I didn't feel forced into doing anything. We realized we had to make a commitment before we went to Morris. I think the team members enjoy going out and teaching these materials and approaches to others.

Might be a lot better off if you would take, say, your six teams and then stay with those teams for 10 years. It's just a one-shot thing now--there's really

no follow-up. The support you give on a long-term basis will solve a lot of problems--easier to get local funds, for one thing.

More follow-up would be beneficial.

I feel that we got outstanding support from the RPW staff--ideas, follow-up and continued interest in our dissemination. I think that the team and the staff should keep in contact and share ideas.

IV. PARTICIPANT REACTIONS TO THE IMPLEMENTATION AND DISSEMINATION PROCESS

(Editor's note: 76 of 122 comments were selected as being purposeful enough for use in this report)

A. Participant member school districts strongly support team efforts to implement and disseminate these curriculum materials.

(5)
Agree------|--------|---------Disagree
(5 comments in total)

(Editor's note: While this response sample is very small, it is indicative of the support given team members by their districts. In all cases participant districts purchased the requested materials for team implementation.

District support for team dissemination activities varied from granting released time and arranging workshop opportunities to not giving any direct support for involvement in these activities.)

The district gave us all kinds of money to buy the materials. We have just about everything we want from the district.

B. A year after the summer training program, team members feel a common bond and continued commitment to team membership and activities.

(9) (1) (1)
Agree---|---|---|---Disagree
(11 comments in total)

Our team is definitely close-knit. Basically, I feel good about what the team has done. We did everything we said we'd do in our proposal. I think we've definitely lived up to everything.

Other school districts are interested in what we have to offer. It looks like our team will stay together and go out this coming summer and year.

Don't really know what's going on with the team. A basic problem is that everyone's so far apart.

C. A wide range of "successes" and "disappointments" are felt by participants when talking about team dissemination activities.

1) Felt successes--selected from 27 comments

Came down and did a one afternoon thing with the three projects. Probably as many as 16 teachers there then in that northeastern area. First of this month, had an in-service day--there must have been 700 teachers involved

in all the workshops going on. Tom has been down and done some workshops. I'm going to get the in-service director up there to choose five teachers who seem to be pretty much interested in doing some follow-up and have them go out for a day to Virginia Beach. We're going to send some people up and give them some days to observe. Instead of sending the team out, I think it's much more effective to bring a teacher in (with the NSF money) and let him spend the whole day with that teacher. NSF money only used to pay the substitute for that teacher. The district and the teacher himself also have to put in money. In five economics workshops that we're holding this spring, I'm going to give away, out of in-service funds, what I call games. Use Metfab in the workshop and then give them the units (30 of the booklets). They'll have to buy other stuff if they want to go ahead and do the whole unit, which they probably will want to do once they get into it, and probably get interested in other units then. We went to another 4-day workshop lately and the ONLY interesting thing was when we did some of our projects one afternoon that we had gotten from your workshop.

Team: I feel we've accomplished pretty much what we thought we would as far as using the materials. As far as dissemination goes, I think we've accomplished maybe 75% of what we set out to do. Our in-service days were taken away from us because of the energy crisis. We had planned to use these days as a team. We demonstrated projects at the state in-service day Social Studies Meeting. Evaluations from that were very positive. We presented it to about 50 teachers.

As far as disseminating the materials and training teachers in all counties in the state of Delaware, one man said that he would rate the team with a 7 on a 1-10 scale. Someone else commented that they've made others aware of the materials, but they haven't really trained others in teaching the materials.

There are even some elementary teachers using the materials.

First goal was to familiarize South New Jersey teachers and administrators with inquiry material. Probably hit about 50% of these people. I think we did very well with the group we hit. We don't really have enough data to know how well the objective was reached. In this school, the three other social studies teachers have been using the materials some.

I think the team worked extremely well at Morris. Since we got back, we've continued to maintain contact. We ran the state meeting, one or two regional meetings, and other things. We haven't gotten a reaction to these things from the school district yet, but I think it's going to be very positive. We have found that people from other school districts are coming to visit us. I think we've had as good a dissemination as we expected.

In terms of the University: Three of us gave an SRSS presentation and were very pleased with the reception; the teachers seemed to be interested. Two professors came to me and said they'd like to see the materials--especially the SRSS materials.

Team's effectiveness: About 2/3 of the people keep carrying out activities and coming to meetings; easy to get together, we worked together well, things went really good at all the sessions. The North Carolina people were very receptive.

Feel that we have met the commitments that the team made to RPW, the district, and the region; but feel there's room for improvement. We can only let people know we're available, we can't twist their arms.

2) Felt Disappointments--selected from 16 comments

I have lectured about the social studies methods to college students. (editor's reaction: A case of our failure!)

It's hard to say if we've met our objectives. I don't feel we've met our commitment this year, because we didn't have room for the materials in our curriculum, but we intend to meet that commitment. All members of the team are using some portion of the workshop materials.

Some of the other teachers who have tried the social studies materials were not pleased with them.

We really haven't felt that, as a state team, we've been able to pull it off. We had thought that we were going to have some student teachers, but that didn't materialize. Our teachers are using some of the material, but not too much; didn't feel that comfortable with it at first; they had put their hopes on doing something this summer with the material. We have to figure out how we're going to fit the episodes in. It's been hard to find the time to have access to teachers. Anthropology has gone very well. I don't think there's going to be any problem in the spreading of this material.

Had planned a presentation to some people at state ASCD meeting last fall--but they wouldn't have us. Have used the material in several (15 to 20) workshops throughout the state.

I'm by myself here--I don't have any reinforcement.

Team: Started off great; then a lot of things pulled us down. David left us; we had some trouble with the school system (they wouldn't let us go on a conference day even though we had all the work done before the day). We need encouragement. The district support has been weak. Workshops for teachers had to be done after school or on Saturdays. The materials aren't getting broad use in the district. I would like to get back together and do some workshops.

From a college point of view, the impact was not so great or directly applicable. The impact is significant on a system, though, far more than one or two teachers would be. The fact that it's a team idea puts more pressure on the people.

D. A range of problems and suggestions concerning the dissemination process were presented. They center on the primary concern of following up on team informational activities to the end of training other teachers and the resources needed to achieve this objective.

1) Problems--selected from 11 comments

It's hard to find time to get together with other teachers to teach them the methods.

The first workshop we gave was to combined teachers and administrators. We thought we really got across to them, but they're not behind us at all now.

Moore County workshops went over quite well; about 35 or maybe 50 social studies teachers were there. They asked questions and seemed interested,

but now that the workshop is over, nobody has done anything else.

They have a state adoption listing materials, and if materials are not on the list, they won't be provided for the teachers by the administrators. Local administrators are in too much of a dollar bind to support the project.

No other teachers here, to my knowledge, are using the anthropology. I think world history would be the only class it would fit in here. But other teachers are aware of it.

2) Suggestions--selected from 12 comments:

At the workshops we gave, teachers were required to attend, so the enthusiasm that has to come from within was not there. Better to have a voluntary workshop where they are enticed by money or graduate credit or something.

Ideas on how to get other teachers using the material: First of all, provide the money to buy the kits; secondly, pay them to give some of these workshops, say, for one straight week. Graduate credit's not enough.

Our workshops: People have become interested and know what material is about; the next step is to get them to use it. We don't have the time to sit down with teachers and to go over the stuff enough so that they will use it.

Project has to be over an extended period of time to get other teachers interested--not just a two-hour thing.

In writing the proposals, people in the future should perhaps consider first, in disseminating the materials, is, how do you open up the lines of communication to let people, in the areas in which you will be functioning, know just exactly what service it is that you have to offer. Think it would be good if you would send back with us a form letter to make others aware of the services available from us. It would be a way of contacting schools and informing them of what you can provide for them.

When teachers come from other cities to the school to view this method, then the teachers in the next school get interested in what these people are coming to see.

PARTICIPANT FEEDBACK - 1973 NATIONAL SCIENCE FOUNDATION FUNDED RESOURCE PERSONNEL WORKSHOP - UNIVERSITY OF MINNESOTA, MORRIS:; MORRIS, MINNESOTA

EVALUATION FORMS: A = Completed July 26, 1973 During workshop N = 50
B = Completed August 8, 1973 At end of workshop N = 64
C = Completed Spring 1974 - end of followup year. N = 29

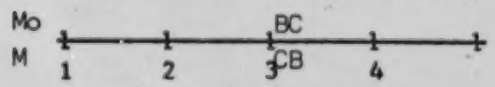
DATA PRESENTED: Mean (M) and Mode (Mo) for each question.

EVALUATION OF WORKSHOP

Objectives

1. How clear was your understanding of the objectives of the workshop before you came to the workshop?

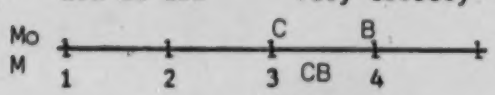
not clear at all very clear



M: B = 3.17
C = 3.14

2. How closely did the content and emphasis of the workhsop coincide with your initial expectations?

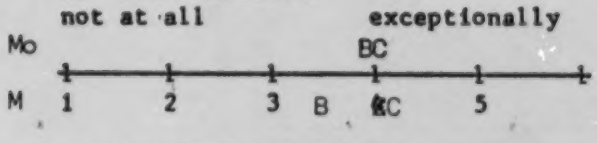
not at all very closely



M: B = 3.5
C = 3.31

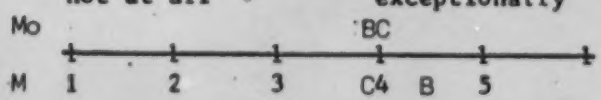
3. In terms of your own interests, experiences, and job responsibilities, how realistic and useful were the objectives of the workshop?

a) how realistic
not at all exceptionally



M: B = 3.69
C = 4.0

b) how useful
not at all exceptionally



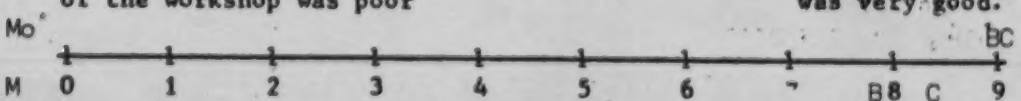
M: B = 4.3
C = 3.93

23.

a) The workshop goals were not specified very clearly — The workshop goals were specified very clearly

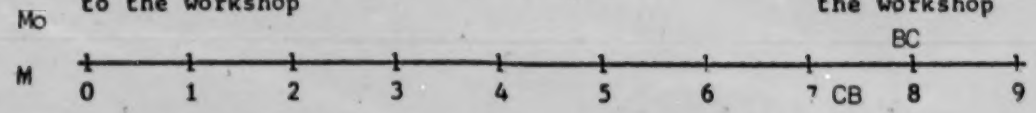
M: B = 7.52
C = 7.18

b) The climate or atmosphere of the workshop was poor — The climate of the workshop was very good.



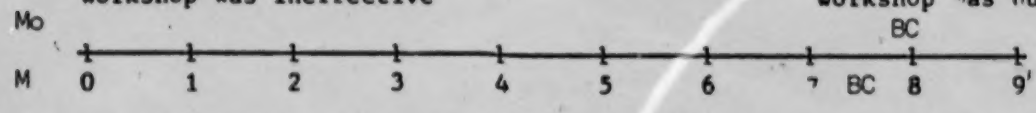
M: B = 7.92
C = 8.34

c) The "wrong" people came to the workshop — The "right" people came to the workshop



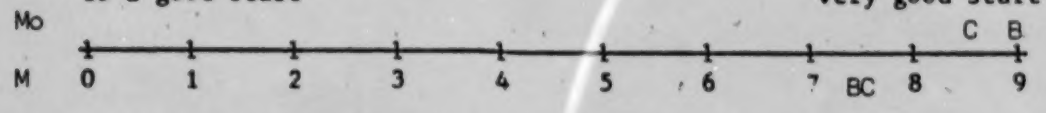
M: B = 7.43, C = 7.38

d) The overall design of the workshop was ineffective — The overall design of the workshop was quite effective



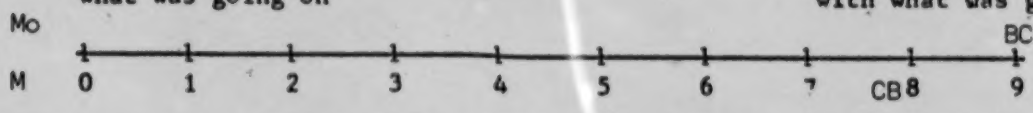
M: B = 7.7, C = 7.72

e) The workshop did not get off to a good start — The workshop got off to a very good start



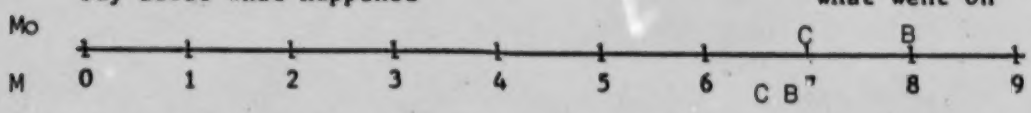
M; B = 7.52, C = 7.55

f) During the workshop, the staff did not seem to know what was going on — The staff of the workshop seemed to be in very good touch with what was going on



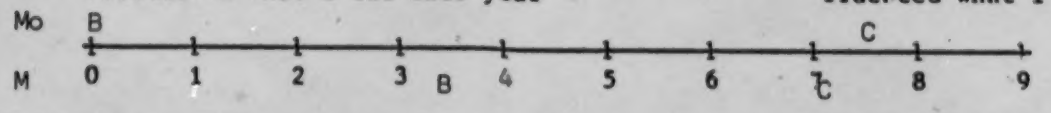
M: B = 7.89, C = 7.83

g) As a participant in the workshop, I felt I had little influence or say about what happened — As a participant, I felt that I shared actively in influencing what went on



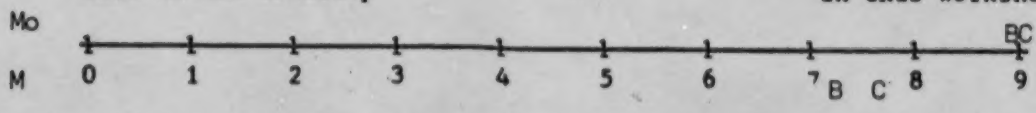
M: B = 6.91, C = 6.61

h) The program has had no influence on what I did this year — The program has strongly influenced what I did this year



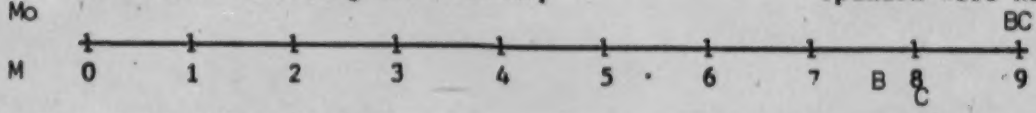
M: B = 3.31, C = 7.19

i) Staff resources were poorly used in the workshop — Staff resources were well used in this workshop



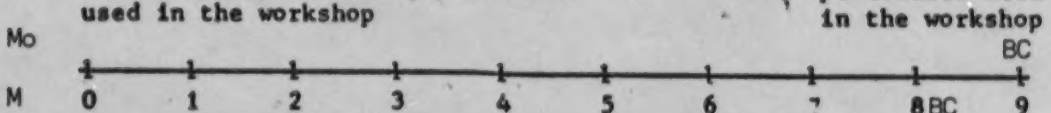
M: B = 7.33, C = 7.79

j) Differences of opinion were not handled well during the workshop — In the workshop differences of opinion were handled quite well



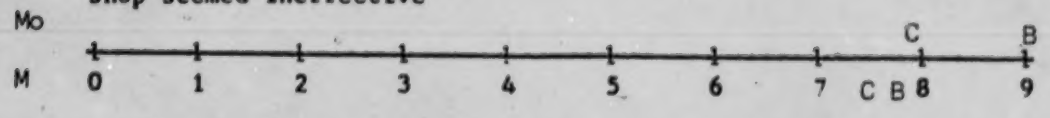
M: B = 7.73, C = 8.0

k) There were no "experiential" or discovery-type learning procedures used in the workshop — "Experiential" or discovery-type procedures were frequently used in the workshop



M: B = 8.14, C = 8.21

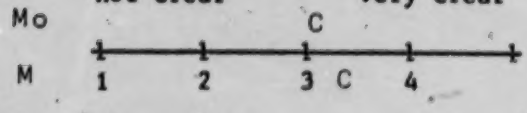
1) Procedures used during specific sessions of the workshop seemed ineffective ... The procedures used in sessions were very effective



M: B = 7.90
C = 7.69

21. My understanding of the goals and expectations of this R. P. W. was:

not clear ... very clear

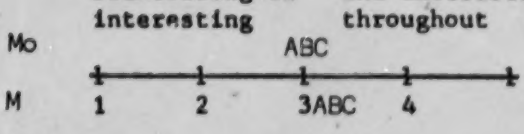


M: C = 3.34

Program

4. Which of the following alternatives best describe your reaction to the total R. P. W. program?

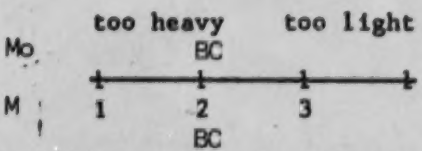
seldom or never stimulating or interesting ... stimulating and interesting throughout



M: A = 3.2
B = 3.3
C = 3.34

5. What is your opinion of the schedule and work load of the total R. P. W.?

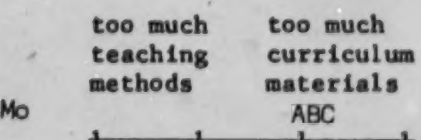
too heavy ... too light



M: B = 2.0
C = 2.0

7. How about the relative emphasis on curriculum materials content and on methods of teaching?

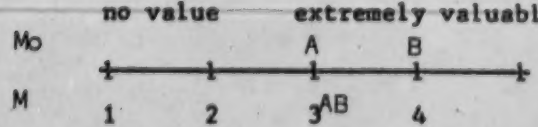
too much teaching methods ... too much curriculum materials



M: A = 2.7
B = 2.9
C = 3.12

15. How valuable was the staff consultant contribution to your city team?

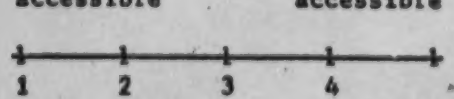
no value ... extremely valuable



M: A = 3.14
B = 3.19

18. How would you describe the accessibility of the staff of this workshop?

never accessible ... always accessible



19. How would you rate the helpfulness of the staff?

never — always

Mo

M 1 2 3 4

20. How would you describe the relationship you have with the staff?

definite teacher-student — definite colleague-colleague

1 2 3 4

22. I remember the workshop to be:

formal — informal

Mo BC

M 1 2 3 4 5 6 B C 8

M: B = 7.05, C = 7.31

professional — unprofessional

Mo B C

M 1 2 BC 3 4 5 6 7 8

M: B = 2.57, C = 2.83

creative — not creative

Mo B C

M 1 2 B 3 C 4 5 6 7 8

M: B = 2.5, C = 3.14

content oriented — not content oriented

Mo BC

M 1 2 3 4 BC 5 6 7 8

M: B = 4.84, C = 4.93

process oriented — not process oriented

Mo B C

M 1 2 B 3 C 4 5 6 7 8

M: B = 2.68, C = 3.41

routine — experimental

MO BC

M 1 2 3 4 5 6 BC 7 8

M: B = 6.31, C = 6.41

fast — slow

Mo B C

M 1 2 3 4 B C 5 6 7 8

M: B = 4.03, C = 4.03

full participation — restricted participation

Mo BC

M 1 2 B C 3 4 5 6 7 8

M: B = 2.62, C = 2.97

much free time — no free time

Mo: BC

M: 1 2 3 4 B C5 6 7 8

M: B = 4.52
C = 4.97

unpredictable — predictable

Mo: BC

M: 1 2 3 4 5 CB 6 7 8

M: B = 5.49
C = 5.48

16. How would you rate the overall morale of all the participants?

very low — very high

Mo: BA

M: 1 2 3 A 4 B 5

M: B = 3.8
C = 4.22

10. Overall, I would say this summer institute was:

a) worst I ever attended — best I ever attended

Mo: AB C

M: 1 2 3 AB 4 C 5

M: A = 3.82
B = 3.84
C = 4.24

b) number of workshops attended:

	0	1	2	3	more
N:	XXX	XXX	X	X	X
% -	40.6	21.9	10.9	6.3	20.3 (from B)

Self Assessment

6. Have your opinions of the way your courses should be handled in the school been influenced by your experience in the total R. P. W.?

not at all — a great deal

Mo: BC

M: 1 2 3 BC 4

M: B = 3.0
C = 3.07

8. How would you describe the growth in your understanding of this social science project as a result of the project workshop?

very little — much more than anticipated

Mo: C B

M: 1 2 3 4BC 5

M: B = 4.0
C = 4.14

9. Your knowledge of the rationale, objectives, learning theory, content, and strategies of the "New Social Studies" curricula as a result of work in this total workshop has been increased:

very little — a great deal

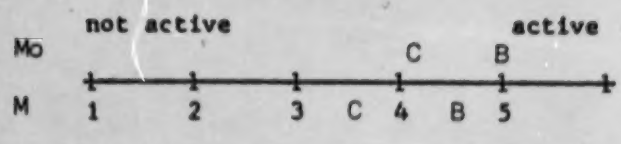
Mo: BC

M: 1 2 3 4BC 5

M: B = 4.0
C = 4.14

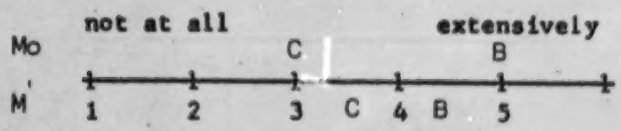
11. I expect to be (have been):

a) as change agent:



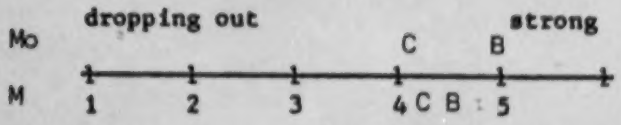
M: B = 4.5
C = 3.73

b) using the materials:



M: B = 4.22
C = 3.5

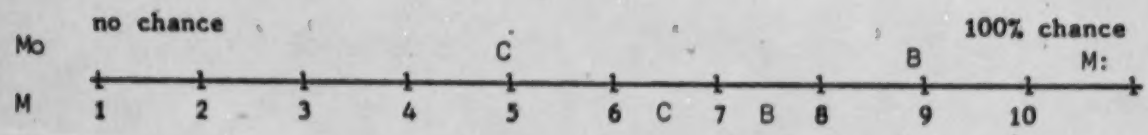
c) as member of the team:



M: B = 4.52
C = 4.08

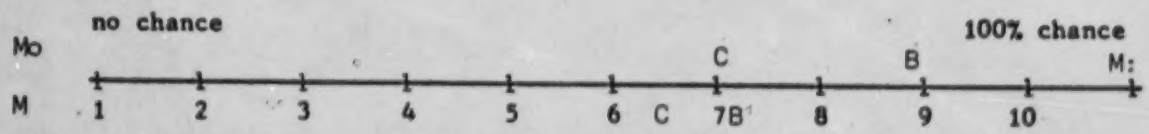
12. The liklihood of your success in carrying out:

a) classroom implementation of the materials:



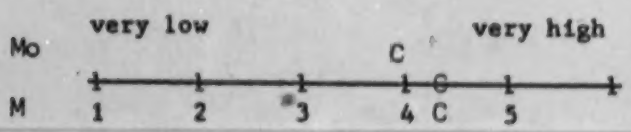
M: B = 7.66
C = 6.54

b) replicated workshops in your region:



M: B = 7.06
C = 6.48

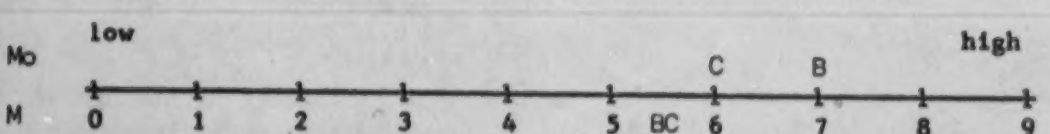
17. How would you rate your own morale?



M; C = 4.29

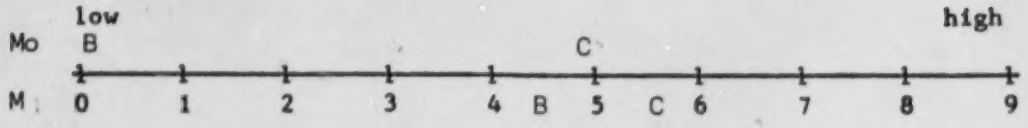
24. React to the following statements taken from the list of R. P. W. objectives.

a) useful knowledge of anthropology-geography-sociology



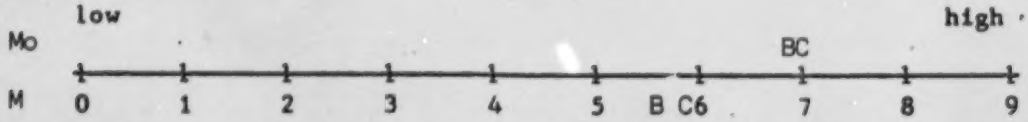
M: B = 5.61
C = 5.85

b) successful experience in teaching the above discipline



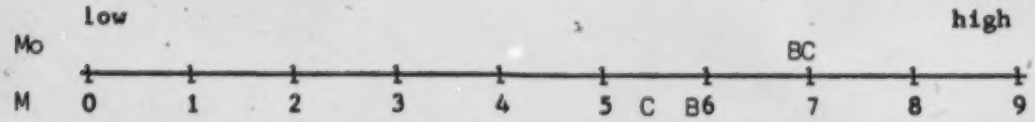
M: B = 4.53
C = 5.72

c) skill in analyzing and evaluation of curricular materials



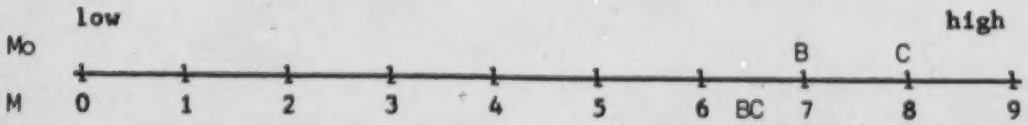
M: B = 5.75
C = 5.92

d) skill in selecting and adapting new curriculum to existing school structures



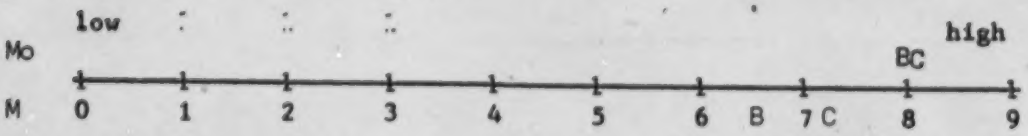
M: B = 5.98
C = 5.38

e) ability to work in a team for implementation and dissemination of new ideas



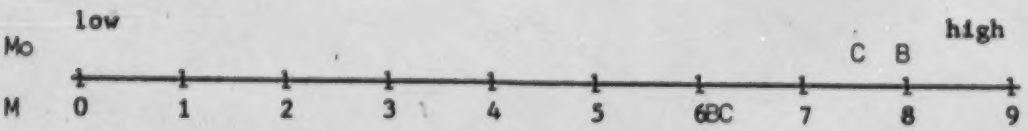
M: B = 6.53
C = 6.56

f) confidence in explaining to others the nature scope, and substance of new curricular materials



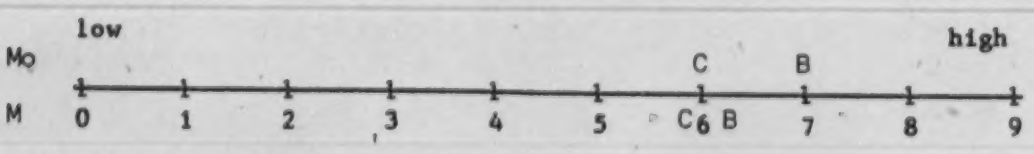
M: B = 6.64
C = 7.15

g) skill in communication and decision making



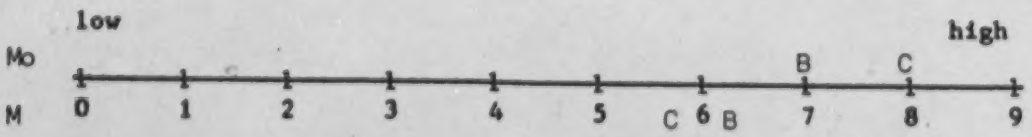
M: B = 6.05
C = 6.13

h) skill in acting as a change agent



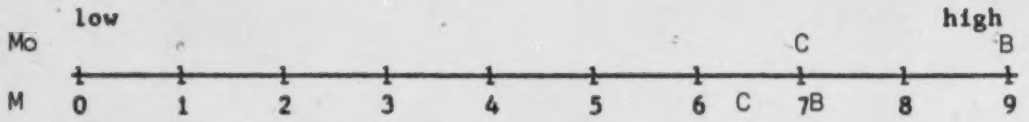
M: B = 6.14
C = 5.93

i) ability to improve the pre-service training of social science teachers

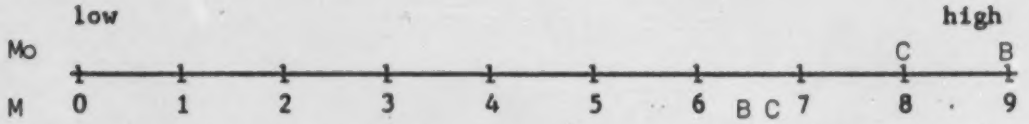


M: B = 6.14
C = 5.78

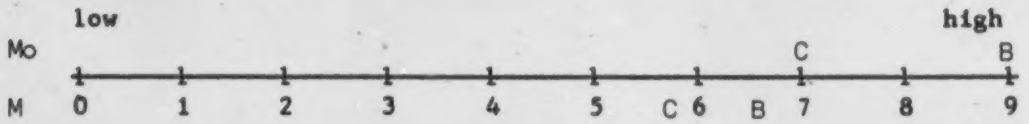
j) commitment to directing inservice workshops in my district and / or region



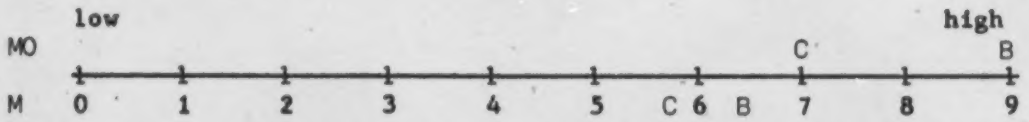
k) commitment to using the materials in my classes



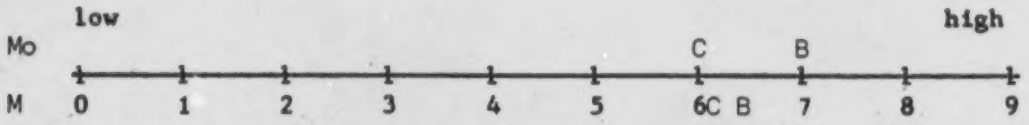
l) commitment to seeking out preservice teacher training involvements



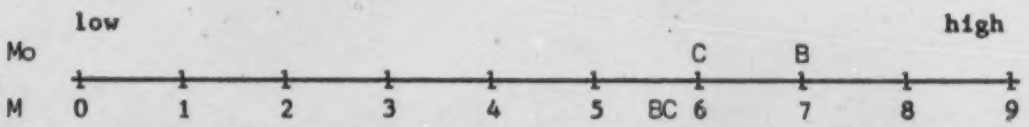
m) commitment to developing better school - college cooperation



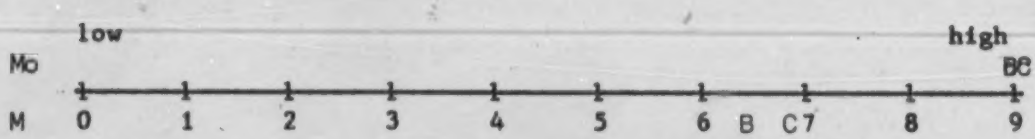
n) ability to improve leadership in situations where I am not the formal leader



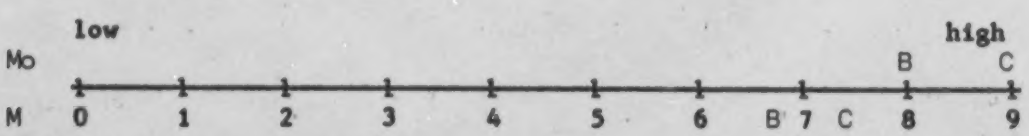
o) ability to settle conflicts within the group



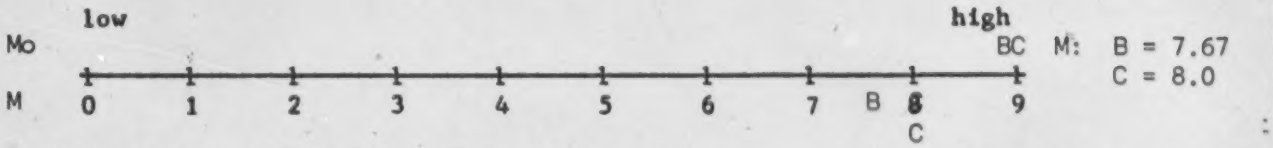
p) commitment to professional activities, supervising student teachers and developing school - college cooperation



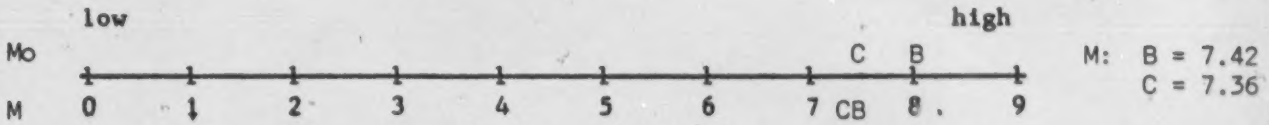
q) desirable realtionships with central office



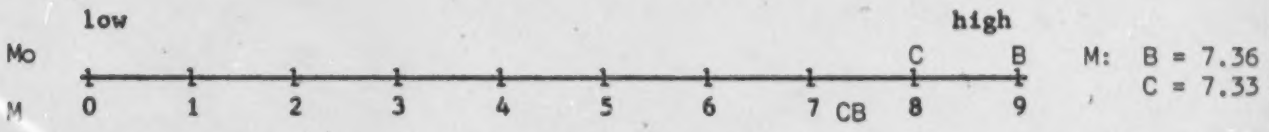
r) desirable relationship with immediate supervisor



s) desirable realtionship with students

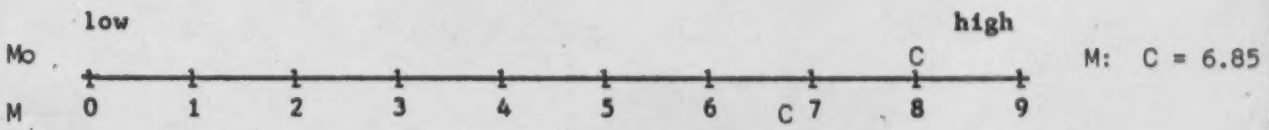


t) self image as competent educator

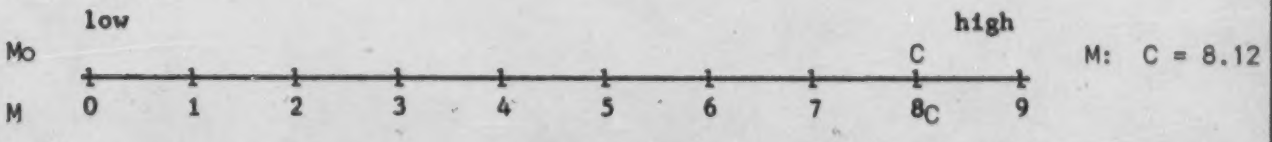


25. The concluding two sections of this questionnaire focus on your perception of your won teaching behavior. Which point best characterizes where you see yourself in relation to the last few courses which you have conducted.

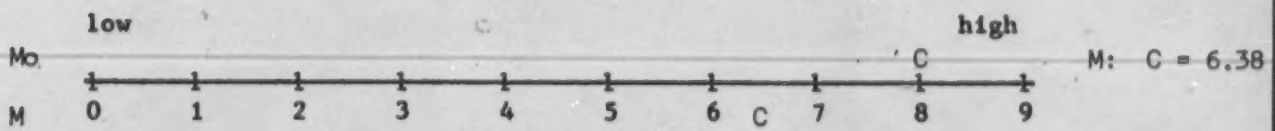
a) I don't specify course goals very clearly — I specify goals very clearly



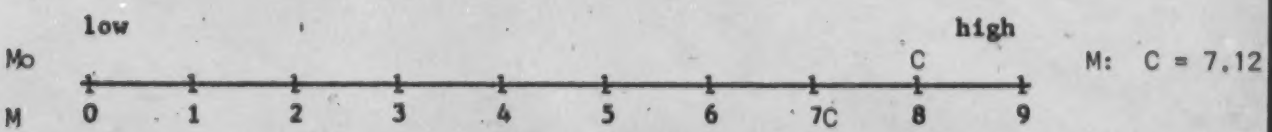
b) the climate or atmosphere of my classroom is poor — the climate of my classroom is good



c) the overall plan of my courses is sometimes ineffective — the overall plan of my courses is quite effective

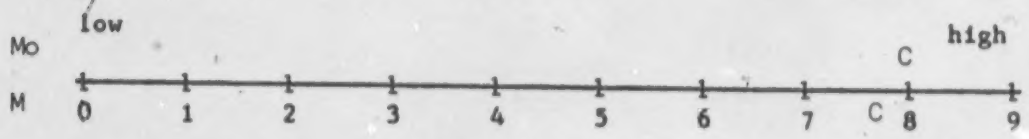


d) I have trouble getting my courses off to a good start — I do quite well getting my courses off to a good start



e) during my courses, I often feel I don't know what's going on

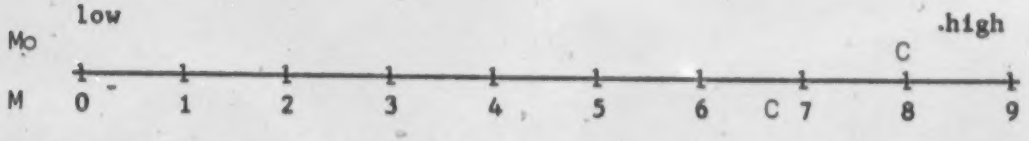
during my courses, I'm in very good touch with what's going on



M: C = 7.84

f) in my classroom students have little influence or say about what happens

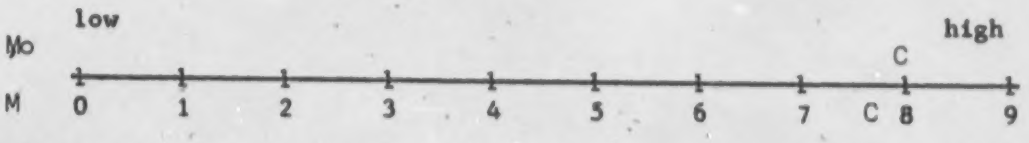
in my classroom students share actively in influencing what goes on



M: C = 6.75

g) I have difficulty handling differences of opinion when they come up in my classroom

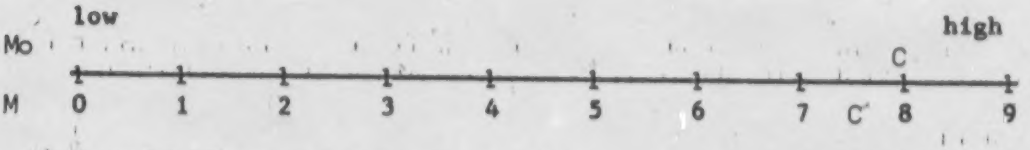
I handle differences of opinion well when they come up in my classroom



M: C = 7.73

h) I rarely use "experiential" or discovery-type learning procedures in my classroom

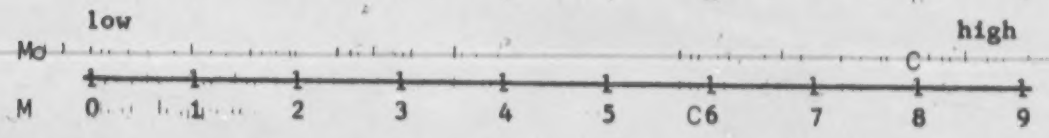
I frequently use "experiential" or discovery-type learning procedures in my classroom



M: C = 7.64

i) I would like to change some of the ways I conduct courses

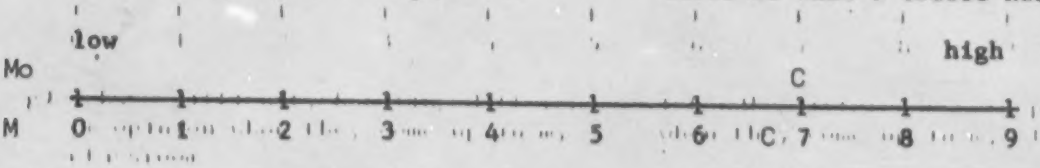
I am pretty satisfied about the way I conduct courses



M: C = 5.92

j) I have a feeling that I don't know what a course has accomplished

I have a pretty good information that tells me what a course has accomplished



M: C = 6.89

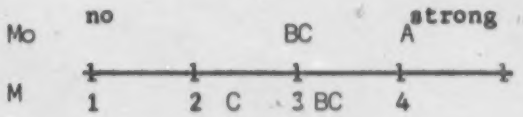
k) my students don't seem to use what they have learned

my students use what they have learned quite completely

M: C = 6.4

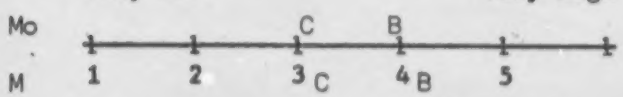
Team and Implementation

13. Is there a feeling of group solidout among members of your city team?



M: A = 3.2
B = 3.09
C = 2.4

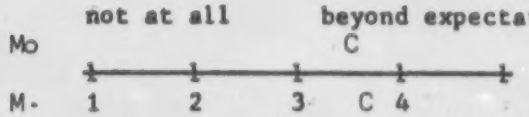
14. How would you rate your city team morale?



M. B = 4.0
C = 3.14

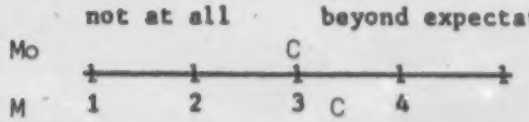
26.

a) I have fulfilled by personal commitment to the R. P. W. goals



M: C = 3.54

b) my team has fulfilled its commitment to the R. P. W. goals



M: C = 3.3

FINAL REPORT

Summer 1974 Resource Personnel Workshop
University of Minnesota, Morris
Morris, Minnesota 56267

Grant # PES 74-04946 A01
Formerly: GW-8412

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Submitted by
Craig Kissock
Roger Wangen
Project Directors

SP 010 413

FINAL REPORT - 1974 NATIONAL SCIENCE FOUNDATION FUNDED
RESOURCE PERSONNEL WORKSHOP HELD AT THE UNIVERSITY OF MINNESOTA, MORRIS
MORRIS, MINNESOTA
Grant # PES74-04946 A01
Formerly: GW 8412

OVERVIEW

In February 1974 the University of Minnesota, Morris received a grant from the National Science Foundation to direct a Resource Personnel Workshop to improve social science education at the pre-college level. The objectives of this workshop were to, through training, implementation and general dissemination of the Anthropology Curriculum Study Project; American Political Behavior Project; Economics in Society Project; High School Geography Project; and Sociological Resources for the Social Studies Project, achieve the following goals:

GENERAL

1. To enable participants and their colleagues at home become more effective social science teachers by changing attitudes toward the teaching-learning process, toward the nature and substance of the disciplines, and toward the student.

2. To train and support teams of educators committed to becoming resource persons for the implementation and dissemination of new social science curricula in their school districts and regions.

3. To develop patterns of cooperation between schools, colleges of education and the liberal arts, and other organizations committed to quality social science education.

4. To develop and implement within the framework of the National Council for the Social Studies Guidelines (NCSS) and objectives of the National Assessment of Educational Progress (NAEP) a sequenced grades 8-12 social science curriculum, with implementation schedule, for each team district.

SPECIFIC: PARTICIPANTS WILL GAIN OR STRENGTHEN THEIR:

1. Knowledge of the disciplines of Anthropology, Economics, Geography, Political Science, and Sociology.

2. Experience in teaching the materials from the five curriculum projects.

3. Skill in analyzing and evaluating new curriculum materials.

4. Knowledge of the NCSS guidelines and objectives of NAEP

5. Skill in selecting and adapting new curricular ideas to existing school curricula.

6. Skill in developing and implementing a sequenced secondary social science program.

7. Skill in establishing implementation models for the curriculum materials.

8. Confidence and experience in explaining to others the nature, scope, substance, and potential of the new curriculum materials as they relate to a sequenced secondary social science program.

9. Skill in communication and decision making.

10. Skill in acting as a change agent in implementing new materials.

11. Ability to improve the preservice training of social science teachers.

Five teams were recruited for this two-year program including a three week summer workshop and twenty-two-month team activity and follow-up period. A sixth team from a Title III consortium of small schools in an area northeast of Morris, Minnesota also participated in the workshop and actively implemented and disseminated all of the project materials using their own grant funding. One teacher from Virginia Beach, Virginia also participated at school district expense.

Each team was ideally composed of ten classroom teachers, two school administrators and one faculty member from a local college or university. The actual composition of the selected teams was as follows:

Team	No. of Teachers	No. of Administrators	No. of College Professors	Totals
Stamford and Norwalk, Connecticut	9	1	1	11
Oakland County, Michigan	10	1	1	12
Villard, Minnesota	14	0	0	14
Fayetteville City and Cumberland County, No. Carolina	10	3	1	14
New York City, New York	12	1	0	13
Charleston, West Virginia	9		2	11
Virginia Beach, Virginia	1			1
	65	6	5	76

The above listed teams were visited by the project directors prior to the workshop as part of the selection process. These individuals then participated in a three-week workshop held on the University of Minnesota, Morris campus in Morris, Minnesota from July 28 through August 16, 1974.

The staff for this workshop included:

RPW Directors

Craig Kissock
U of M, Morris
Morris, Mn. 56267

Roger Wangen
State Dept. of Education
St. Paul, Mn.

APB

Allen D. Glenn - director
University of Minnesota
Minneapolis, Minn.

Cheryl Charles - demonstration teacher
Essentia
Tiburon, Ca.

Howard Mehlinger - Political Scientist
Social Studies Development Center
Indiana University
Bloomington, Indiana

EIS

Robert Sierer - director
Alexis I. DuPont Schools
Greenville, Delaware

Suzanne Helburn - demonstration teacher
University of Colorado at Denver
Denver, Colorado

Bill Becker - Economist
Center for Economic Education
University of Minnesota
Minneapolis, Minn.

HSGP

Bruce Tipple - director
Minneapolis Public Schools
Minneapolis, Minn.

Cheryl Charles - demonstration teacher
Tiburon, Ca.

Ruth Hale - geographer
University of Wisconsin
River Falls, Wisconsin

SRSS

Fred Risinger - director
Indiana University
Bloomington, Indiana

Betty Lou Whitford - demonstration teacher
Virginia Beach Public Schools
Virginia Beach, Va.

Bruce Nord - sociologist
University of Minnesota, Morris
Morris, Minn.

Other Consultants

Judith Gillespie - CPE
Indiana University
Bloomington, Indiana

William Gardner - K-12 Program
University of Minnesota
Minneapolis, Minnesota

Robert Beery - team proposal reactor
Rochester Public Schools
Rochester, Minn.

Marie Foley - Valuing
Minneapolis Public Schools
Minneapolis, Minn.

Robert Conrad - EHN & P&T
Education Development Center
Cambridge, Mass.

John Bare - Human Behavior Project
Carlton College
Northfield, Minn.

Following the workshop team implementation, dissemination and training activities were followed by phone and letter communication, supported to the extent of $1,000.00 per team to cover dissemination and training costs, and visits by project staff to help initiate team activities and to gather feedback on the success of the workshop and activities of the teams.

CONCLUSIONS

The statements that follow are conclusions based on the data attached in this report. Many other points could be made, but the attempt has been to highlight key ideas.

1. The RPW had a significant impact on the participants and through them to numerous other educators in the United States,

2. Participants in the workshop feel better about themselves as teachers and about caring for and working with their students.

3. Participants have developed greater confidence as change agents and greatly increased their involvement in the profession and its organizations.

4. Participants developed and implemented inservice workshops that were highly regarded by the educators present. These programs benefited both our participants as presentors, and their states and regions.

5. At least two new teachers for every participant in the workshop are now using the curriculum project materials in their instruction.

6. Teams developed in the summer of 1974 are still teams in the spring of 1976.

7. Participants are continuing to use the project materials two years after the RPW and primarily as instructional materials used directly by the students.

8. The inquiry process implicit in the project materials is being widely used by participants in instructional situations where the project materials are not being directly used.

9. Administrative and peer support is critical for effective change to take place.

10. Teachers training and sharing with other teachers is a very powerful change process.

11. The federal government does have a role in social studies curriculum development and dissemination. a) to present opportunities for sharing and communication between the different regions and circumstances in the United States, b) to help tackle the major questions in social studies on a national scale, and c) to prepare models and materials to serve as alternatives for choice by the states and school districts.

12. Curriculum program development (sequencing of instruction for defined ends across grade levels) in social studies is a critical need. (This is also supported by results of feedback from participants in our 1975 RPW.)

13. The procedure we used in this RPW to generate grades 7-12 program development in social studies was worthwhile.

RECOMMENDATIONS

The recommendations we would make are implicit and obvious in our statements of conclusion, and we feel in the feedback from participants that is attached. Opportunities for team based national scale interaction, revitalization and development of professional involvement among educators is sorely needed in the United States. The federal government has a significant position and opportunity to be of service in this area.

The second, but primary need, is to develop procedures by which, and tools with which, local school districts can develop and implement K-12 social studies programs based on an integration of planned student experiences with desired student outcomes. This would include supporting development and definition of valued student outcomes; preparation of procedural models for program development that utilize the diverse resources that exist in each community; development of curricular materials as alternatives for use by districts in achieving their goals; and the dissemination of these materials to the widest audience possible.

We are convinced that social studies and curriculum development (including the basic concepts behind RPW's to date) have emphasized the bits and pieces of education. We have failed to look at social studies education from the perspective of the student or parent who may ask: "after twelve years of social studies, what should have been learned?"

It is to answer this question and help the states and districts find means for defining outcomes, discover materials and instructional strategies, and integrate these into rational educational programs that we feel the federal government--and specifically the National Science Foundation--must take a strong leadership role.

PARTICIPANT FEEDBACK FROM INDIVIDUAL AND TEAM INTERVIEWS

OVERVIEW

During December and January 1975-1976 approximately thirteen teaching months after the summer workshop, two staff members made on-site visits to each team. During these follow-up visits interviews with nearly all team members, other personnel related to the team, and many students were held and tape recorded. The following report summarizes the ideas and feelings expressed in these interviews.

Topics

A. Participant Feelings of Personal and Professional Growth

B. Participant Comments on Dissemination and Team Maintenance

C. Reactions to the Project Materials and Their Use

D. The Role the Federal Government Should Play in Social Studies Education

E. Participant Desires for Future Development and Activities

A. PARTICIPANT FEELINGS OF PERSONAL AND PROFESSIONAL GROWTH

Negative Feelings of Growth / / / / 27 / Positive Feelings of Growth
(27 comments)

Representative Reactions

Did the experiences you had out in Minnesota affect your teaching in any way?

I think so. It was the first time I had been out west. When you live in the big city, you have no conception of what it's like out there or what the people are like that live there, even the language. I think it changed me as a person because it is like meeting a whole group of people who live in the United States, with new and different ideas, different ways of doing things, different ways of saying things. And you somehow have to be affected by people you come into contact with. Again, it made me a more open person, able to listen and put my prejudices aside. And I think, "Wow, I can see how you reached that decision living out there. Maybe it wouldn't work in New York, but maybe it would.

When I left here I didn't want to go, not that I was forced to go to Minnesota, but I just didn't see anything in it. Because of it (the workshop) I feel better and the kids are learning. Good things have happened to us as a school. We got a lot more materials in. I learned a bunch of new things. I've been able to use many more things. I've been able to let out some of what I feel, what I think, and what maybe some of the other teachers feel. We've gotten together and talked about these things. I've become a little bit more sure of myself than before. Just a whole bunch of good stuff. I think it's the best thing that ever happened to me, professionally as far as being a teacher, and as a person. You can't go up there without changing at least some of your philosophy of education. You can't go up there without changing your values as to how kids should be treated, how kids should learn.

The workshop made me feel inadequate. It made me realize just how much I didn't know, and how much I could be able to help my fellow teachers and my students.

I think it reinforced an idea that I had before, and that is that kids can think for themselves. I think NSF projects are set up in a way to let students take different kinds of interpretations and use them and come up with his own conclusions. By and large, that's what Morris has shown me.

I think I gained a lot of insight into new materials, that I probably wouldn't have received otherwise. There has been tremendous follow-up contact. The contact I made with other people was very important. The exchange of ideas, the exchange of materials has added depth to my teaching.

I think I became more aware of the potential market. I think I'm more mature in my selection, I'm not quite so willing to put up with junk.

After teaching for 10 or 15 years one gets in the habit of doing certain things, and I am glad to get away and find new methods. I can't teach the same way forever. It also gave me an opportunity to experiment with it (the materials) before I took it into the classroom. I saw the materials. I didn't have to order it and experiment with it here.

I am just so pleased that I had the chance to go out there (Minnesota). It did something for me that as a traditional teacher through all the years changed me and I'm sold on it.

It was a fantastically good experience. It was a good experience for my family too.

I think this is really one of the best workshops that I have ever attended and some of the best material I ever used came out of it. I would hate to see it just end.

I can't say that some things wouldn't have happened, because I think I am a pretty aware teacher. But I don't think I would have had the opportunity to meet the kind of people I did and go through the classes that we did at that kind of thing. That seems to be the most rewarding. You continue to learn things from other people, you kind of feed off of other people, you continually learn. Continued contact with people who may be exceptionally professional. You gain an awareness of more things that are out.

I will say one thing that has come out of the workshop is Bob and I working so closely together. It is really a good feeling. If you can say that out of a workshop like that people's relationships have a sharing quality and can build from there. Just having that has helped us share with other people.

I am a rigid person. In a large group situation, which is what I am accustomed to, I thought I had no time to allow them to get out of that rigid structure. Now that part of me has changed. Personally, it's helped me grow quite a bit.

I'm on the mailing list for the social studies SSEC and I find I'm reading those newsletters that I never would have done before, to get new ideas. I think I'm much more aware of educational materials and new courses than I would have been if I hadn't gone there.

One of the things that the workshop did for me was that it revitalized me, not that something else could not have done it, but it opened my eyes up to that point (when I went to Minnesota) that I had been teaching since 1968. I think as a result of Minnesota it also opened up to me in terms of subject areas, disciplines, techniques, etc. And I think that has motivated me. And now I want out of American history.

I've gone to two national conventions and I've been active in organizing state and local meetings. I'm president of the West Virginia Council. Contacts. You need to know people who can help you out.

B. PARTICIPANT COMMENTS ON DISSEMINATION AND TEAM MAINTENANCE

Representative Reactions (selected from 38 comments)

Dissemination

Going to Morris, Minnesota has reinforced what we had really wanted to do badly. We had begun to think of national projects. It gave me a little more depth in what we were trying to do, plus it put us in the position to use the Morris team when we got back, to teach classes. All of our undergraduates in social studies now get access to APB, SRSS, the H.S. Geography project and the anthropology course. Having the team there was a definite use. Our own staff has picked that up and gone off in their own directions. The fact that I went to Morris is a benefit for the staff at my University. The fact that I've been and gone through this.

How has an institute like the Morris one been helpful in your role as a multi-district social studies coordinator?
For one thing it did give us seed people in that in our county we took ten people to Morris, Minn. where they all got training in at least one of the national projects and also became acquainted with the idea of national social studies projects which has been helpful to me. They also became acquainted with projects other than the one they went into in depth. I found many uses for that workshop in that when teachers, staff or other people from the district ask where one of the project materials is being used I can give them the names of who is using that particular one. We have found that that is one of the biggest reasons that people won't take on new projects - they don't think anyone else is using it around here. So we can say yeah, we have those projects right here in this area.

People oriented is what made the whole workshop. People still keeping in contact with other people. We have people who are people oriented and who care about other people. People first, program second. Unless you care about someone first, how do you know they are going to care about your program.

Janice and I visited the college campuses, talking to students who would be teachers next semester or next year. We presented our program to several classes and this too was a one-night basis where we used one class hour. This was mainly our presentation in the fall.

One of the key concepts in our whole approach is that there are teachers talking to teachers. In so many of our colleges, they oftentimes don't give any real techniques. It's really philosophy, an awful lot of it. So now you're down to earth with something practical, something usable. Something you try and find it really works.

You know what should be done is something written up that we could give out. The publishing company that I worked with did nothing. At their table they didn't even tell people what presentation was going to be done and I asked them if there was any information that I could give out to people describing the course and nothing. And that would be really nice if you could give out even one page that has the publisher's name, the course material, with the prices. (MacMillan Co.)

Most of our dissemination was done within the classroom and in meeting with other people. We would compare notes, trying to figure out why some things would work and others wouldn't, discussing what one was doing compared to the others. We had regular team meetings, about every other month. At the social studies conference that they had in Manhattan we had our set up and each one of us had prepared a rundown on what our particular group did, what materials were available, how you could initiate the program and things like that. Teachers came by, and some of them got very interested.

Team Maintenance

If it hadn't been for Jack and his push and his support for us we couldn't have got much accomplished. But he planned these conferences and sent letters to every county in the state asking them to select teachers to attend this conference. So we did accomplish more than we would have otherwise. He trained us in how to do these things.

I think there are really two things that have kept this statewide team together. One and probably the formost is that we enjoy doing this. We love teaching and the fact that we can teach people to teach. Secondly, we just love each other and it gives us a chance to see each other again.

Sharing these materials with other people is also a reason. And I've told some of the people I've had workshops for if you want us to come back, if you want to borrow these materials, that I'm happy to give them to you.

The fact that the people are here tonight, and that one of the objectives was the teaming effort and a great many of the people still think of themselves as a team. They still communicate with each other, they try to coordinate, they try to improve instruction in West Virginia. And you just can't buy those kinds of things today. So an outgrowth of that meeting in Minnesota was the fact these people are here so I think that speaks well for the process. These people are competent and continue to progress even after a year--and that's great.

Is Michigan still a team?
If you mean did we work well together, yes. We didn't do a lot of stuff together during the last year, but we traded materials and ideas, and that way we have kept together as a team.

Is the Michigan team really a team?
I see it as such. I talk to the people on the team quite often. There's a bond, which there is no real reason for one, but there is.

The North Carolina team has worked together on every workshop. We haven't had any trouble as far as conflicts of personality is concerned. I've really enjoyed working with these people.

C. REACTIONS TO THE PROJECT MATERIALS AND THEIR USE

Negative / 1 / 1 / / 12 / Positive
(14 comments in total)

Representative Reactions

In the sociology, I know, I found the books, the text, extremely helpful. We used it as the basic text, in a semester course in sociology. The students have asked that the sociology course be extended into a year course. In addition, we used individual resource units from SRSS and since there wasn't enough time, I gave the students a choice of what units they wanted to work with. The other thing we did at Lincoln High school was I had a department meeting with my whole department and told them about the workshop in Minnesota and showed them the materials I was using. The idea being that some of those episodes are extremely good to insert in other courses. Now we have in our office sets of the poverty episodes that are used in the economics course. The ones on rural China, in the Soviet Union, and the one on the kibbutz in Israel are used in our social studies course. There's one on population that's also in the economics course. The one on communication is used in American history as an example of when they talk about values in American history as related to the curriculum.

APB, beautiful. I didn't want democratic processes, which is the name of the course where that kind of thing is taught. And we got the APB books, and now I want it because I am really excited about that too. I really like this stuff.

I found I used approaches from the anthropology course in other classes that I never would have done before.

I did that too with American history and domestic affairs. I took approaches I learned with high school geography and applied them to the unit on the farmers, and also the interviews with the farmers about depression years, etc.

I think we gained a bit of confidence.

I just love the material. I'm sold on it. I'm not the same teacher that I was last year. I'm using new methods that I never would have used last year.

I'm enjoying the approach and the kids are eating it up. And if the kids are eating it up our lives are made easier. And what's more, the kids are learning.

I think one of the things I found when I started teaching the materials in the anthropology class was that the kids weren't trained to do that sort of thing. They were used to being given material and asked to spit it back, but they weren't asked to think. There was a great deal of reluctance because they wanted the right answers. It was really frustrating for them but it was a lot of fun for me. Some of them got over it after a while.

These kids now have an ability that by the end of the course I felt confident in sending them out into the community to do interviewing. They have the techniques down for forming hypotheses and evaluating them. They have to do a term project which incorporates all these things in an area of concern that they choose.

The students seem to like the course. As I said, it's a pretty rough group, not in that there are any real discipline problems, they are just a lively bunch. And I think this kind of material has made them more responsive. They don't feel bored. The textbook is written so it can be understood. They respond to it because it's not a really structured type thing. They pick it up and they relax and they'll tell you what they are feeling.

I have tried them up to a point in my American History and I find that with the material I have to work with, it's not very effective. The students are reluctant to switch the tables, where they have to work. It is a training process for them. It's brainstorming.

D. THE ROLE THE FEDERAL GOVERNMENT SHOULD PLAY IN SOCIAL STUDIES EDUCATION

(All comments made are presented here)

I think they need to furnish funds for us to work with and take a very serious look at a total curriculum for social studies. But let the states handle the structuring and let the states send along guidelines for local structuring. We can't let the federal government come and say this is our program, take it or leave it but I think we need those funds to get into this whole thing. In different states there may be different emphasis. But we are all Americans and we have to look at what I call the core of knowledge dealing with our social sciences. Funding is important, maybe sharing of the funding would work. Or on a percentage basis.

I think the kind of intensive training like we had in Morris is very important, to expose the programs to the local people. This funding I would like to see. Plus also I think that there should be funds sent down to the state for disbursement for carrying out some of these programs. This would be twofold, not just a national training program but also a little added to the state coffers for the purpose of an on-going development of that program for which these people were trained.

For me personally, that particular summer was absolutely great. It reaffirmed a lot of things that I believed and it gave me a couple of new approaches that I probably never would have been exposed to otherwise. I think its important that teachers do change and I don't necessarily mean they have to change the subject that they teach but change their attitude they have toward teaching. They have to change some of the materials that they are using, particularly those that are not successful. And I think they know what is not successful. And I think they have to be provided with some kind of alternatives. That's how I see the NSF working out--alternative supplier for teachers. I really think they should be funded more heavily.

I think it is the job of government to fund projects that help train people in how to use and where to find good materials.

The three major RPW objectives are legitimate for federal funding?
If you're going to dump money into education I think one of the best places to do that is in curriculum projects where you can train one person or a few people who in turn can spread it.

As far as the federal government is concerned, I think that dissemination of materials is important. I think they should help get people coordinated countywide or statewide, or nationwide. Funds should be used to help people get aware of the materials.

The federal government should support teachers getting together from different parts of the country:

I think the workshop we had at Morris where we were able to meet people from areas completely different from our own was a valuable experience. Where if we would have our own curriculum project, the only input would be people from the surrounding counties. I think we need this outside set of people to come in and share their ideas. In the county you lose this, and I think it's very important to have people come in and share their experiences and ideas.

We understand, we have our own problems that are peculiar to our area. But we saw the problems that other areas were having, that we were aware of but not to the degree that we were exposed to how they handled them, in the sharing of others problems we are better able to handle problems in general.

We talked about real problems that you'll run into in the classroom. This kind of sharing shows us totally different kinds of situations. From that type of discussion came a better understanding of the types of conditions that they have to deal with in different situations.

As a teacher we have an overall view of the problems that exist. It's a broad view of educational problems. I think this is necessary for teachers to get this view because we're most affluent. I think many of us change and want change and knowing these problems we may know where we don't want to go. I don't know if it will make us better teachers, but it certainly won't hurt us. They have shared how they solved their problems.

The federal government should do something with the universities to make sure that the people coming out are qualified or acquainted with the materials we have on the high school level.

E. PARTICIPANT DESIRES FOR FUTURE DEVELOPMENT AND ACTIVITIES

Responses are reactions to the General Objectives of this RPW
(Representative reactions--selected from 43 comments)

1. To enable participants and their colleagues at home to become more effective social science teachers by changing attitudes toward the teaching-learning process, toward the nature and substance of the disciplines, and toward the student.

I think the first objective has been the most effective for me. To be honest, I was disappointed that they would only take segments of the units of geography.

I feel that the first objective....was the most important objective of the institute. I found I was more relaxed with the material and more relaxed with the classes that I am teaching at this point. My attitudes have changed, there is no one set way of doing things, no one set answer. I'm much more open to what the students have to say about what they are learning, what they should be learning, and the importance of learning.

I think first curriculum development and then the change agent one. Then I would say the K-12 thing.

In terms of introducing new materials, I have done that on my own. Other people here in the building have borrowed some of the NSF materials. Training in the use of materials was the most important for me. I think what it did for me was set me up for a lot of different kinds of things in terms of the whole school that we're dealing with. I have other classes that I teach and my attitude and approach is greatly modified by what I do in here with NSF project materials.

2. To train and support teams of educators committed to becoming resource persons for the implementation and dissemination of new social science curricula in the school districts and regions.

Objective 2--distribution and dissemination of material--it's no good if it is setting in the warehouse or on somebody's desk. It has to reach the people. We need people to do this.

I think it is important to train and support the team. That was my second priority but I find that is the most difficult. You can act as a resource person, you can disseminate, but if you don't have the funds, or there is a lot of red tape that you have to go through, especially in a city like New York, that is very difficult. I enjoyed this program with the NSF. The linkages with the colleges is important. If we can get even student teachers who haven't really been trained into a set pattern of teaching earlier, and sort of teach them, so to speak, the way that we have been retaught. Then it would not be necessary for them to go through the trauma of being retaught.

The beauty of the dissemination by teachers instead of administrators, or specialists is that they (the people to whom you are disseminating) can see the practicality of it, and can see a teacher's view point.

I think that the team is important. I think more importantly there is something very supportive about being with people from your own school or from your own school district. There's a sense of rapport and discipline and organization.

The one dealing with change I think would be the most important. I think the information I got was good. It wasn't a lot of new stuff but it was really reinforcing.

3. To develop and implement within the framework of the National Council for the Social Studies Guidelines (NCSS) and objectives of the National Assessment of Educational Progress (NAEP) a sequenced grades 7-12 social science curriculum, with implementation schedule, for each team district.

I think it is something we are going to have to deal with. I think it is a coming thing. I look at it as relooking and reorganizing our whole program, and the orientation point of our program. I see it here as getting to the point of looking at our curriculum and making it student oriented instead of teacher oriented. I think we're going to have to go that route.

This district needs desperately to look at the K-12 program so that there is some continuity from the time the kids enter school until the time they graduate with a basic core of knowledge that we want them to be exposed to. We need some continuity and development.

I think the core of this kind of development is going to be content spiraling but its student oriented instead of teacher oriented. I think there is a core of knowledge in social studies that these young people should have.

Number 3 is my pet peeve. The severity of the problems that a child brings to school are greater than they were before. The teacher has to be more aware of personal attitudes. If you're in college and being trained in education, you do need to have some basic awareness, knowledge about the students basically, their kinds of problems. To walk in with the age old, archaic means you're going to create problems for yourself. I don't think that the colleges are training people to really get into the current problems and handle them in current ways, I am definitely for more communication between the colleges, the people who are responsible for the education of students.

I think one important thing is forming a model to follow for a K-12 curriculum. For one reason, that people travel around a lot today, very few stay in one place for a long time. Why should a child transfering here have to come into a totally new thing? This is important in a new, faster moving world.

Third objective: I think that starts a little too high. I think there needs to be a continual flow from elementary up to the junior high and from the junior high into the high school. The kid gets one steady stream of whatever. And with the flexibility that you try to create with something like this being continued.

I think the K-12 curriculum is the most important to me. I think there needs to be some further development in this area.

Other Desires

I think for one thing I perceive the past workshops as being extremely important and just barely scratching the surface of what we need to do and just the idea of bringing people to a center, especially in the summertime, that is very important to me. I'd just like to see that idea continued as it is, if that was possible. There is some good material and national projects are used by enough people that receive such high marks that we know we should continue to make people aware of them. One of the problems of the national projects is that they are so unique, the ideas in them are not familiar to us who went through a conventional program that unless you have the opportunity to get right into the material, practice it, get your hands dirty, get your feet wet, etc., you really aren't going to understand it very quickly or very easily. So we need to continue that sort of thing. We need to continue to study the various national projects. One of the problems that I specifically see in my area is that we have a real leadership problem. I'd like to see something done on leadership training. Work with departmental chairmen from a given area.

Districts need lead teachers or curriculum directors or something like that. We should bring them together and make it a leadership training thing, not only where they get immersed in the national projects but where they get some training on the system as a change agent. They begin to see their roles and the processes they must go through and where they might practice the process and also they might begin to define the parameters of their area or where can we work effectively and where can't we work effectively as a change agent. So I'd like to see that sort of thing.

One thing that I know that I would like is having used the material for a year and a half in my sociology class, and having found them very successful, I would really enjoy sharing my experience with other people who have taught sociology and hopefully people who teach those similar student bodies and dissimilar student bodies. I'd like to share what I learned and how students reacted to the material and I'd like to find out what other people's experience with specific materials was.

I guess what I would be looking for is even more activities that would really try to accomplish the goals and illustrate the concepts, which seemed to me to be very good, but to try to find new ways of doing it that will mean something to the kids. Some things I've tried have fallen flat, and then there were things that I tried that went over very good. I'd like to open up and have a larger repertoire of activities that I can try out.

What I am always looking for are new techniques of teaching, new ideas or ways to approach a subject. The anthropology program has that a lot.

I think I'd look for more ways to view new material and I'd be really interested in talking to other people from other parts of the country, and how they've used them. I'd like to learn by their mistakes and not have to make them myself. More curriculum options and more resources.

I think we need some help in developing a program along the lines of world history. Not conglomerate type programs but specific programs, such as geography, economics, etc. I think we do need subject oriented material, instead of the whole conglomerate of social studies.

I'd like to see some kind of American history project. American studies would be wonderful or a foreign policy unit or domestic policy. I would like to see some materials directly applicable to American history.

I'd be looking for history-type workshops. I think its important that teaching history be changed considerably. I think kids are interested in forming their own opinions based on the material that is presented to them.

If I were to attend another workshop I would also like training in economics, in different areas. To get out of the rut in terms of teaching in one subject area, I think something like that would train me in different areas and with different techniques.

The key word here is attitudes. I think that in social studies that's what you're really dealing with. Since there is not that much emphasis on civics today, per se, it seems to me that we should be concerned with attitudes, with the rising consciousness about the various ethnic groups, etc. Here is a perfect place to expose the youngster.

The situation in New York City itself is such a unique one in terms of monies. Our hands are all tied. We don't know if when we walk into the school one day we will have a job. You constantly hear about cutbacks. You think more or less of survival.

RESULTS OF DECEMBER 1975 QUESTIONNAIRE
ON USE AND DISSEMINATION OF PROJECT MATERIALS

A. Participant Use of Materials

B. Dissemination/Training

RESULTS OF DECEMBER 1975 QUESTIONNAIRE ON USE AND DISSEMINATION OF PROJECT MATERIALS (One and One-half years after the RPW)

A. PARTICIPANT USE OF MATERIALS

1. What is your current position?

All participants are in the same job as when attending the workshop with the following exceptions. Two teachers passed away; three were laid off in school cutbacks; one became a graduate assistant working toward a Ph. D.; and one is on leave of absence and serving as a teacher associate at Indiana University.

2. Are you currently using any of the project materials?

Yes: 28 teachers; 5 administrators/college professors -- 82.5%
No: 7 teachers -- 17.5%

3. Which of these materials are you using?

ACSP: 9
APB: 8
EIS: 10
HSGP: 11
SRSS: 9

4. In what manner are you using these materials?

8% - as reference material for you, but without materials being placed in the hands of students
28% - As supplementary materials placed in the hands of students
37% - As the basis for a complete course with materials being placed in the hands of students
7% - Other (specify)

5. In what social studies courses are the materials being used?

ACSP: Used primarily in world history and anthropology courses at the eleventh and twelfth grade levels. Some use at college level.

APB: Used primarily in political science or government courses at the twelfth grade level. Also used at all grades 8-12 and college.

EIS: Used primarily in economics courses at the seventh and twelfth grade levels with some use at tenth grade and college. Also used with U.S. history, World Cultures and government courses.

HSGP: Used primarily in geography courses equally across all grade levels 7-12 with strong use in college undergraduate and graduate programs.

SRSS: Used primarily in U.S. history and anthropology courses at the eleventh and twelfth grades along with some use at the college level.

6. In order to determine actual class use of the project materials, teachers were asked to state:

a) How many social studies classes they taught per day
b) How many class days in their school year
c) The number of class opportunities for their social studies instruction (i.e., axb=c)
d) How many class hours in the school year (i.e. that portion of (c) they centered their instruction on use of each of the project materials and with how many students.

The results are as follows for the 1974-76 academic years

Year	Statistic	(a) Classes Per day	(b) Days Per Yr.	(c) Class Opp. Soc. St.	(d) ACSP # of Class Hrs.	# of students	(d) APB # of class Hrs.	# of students
1974-75	N	37	37	37	11	11	8	8
	Raw totals	170.8	6242	28781	1412	2170	1678	1138
	Mean	4.6	168.7	774.9	128.4	197.3	209.8	142.2
	Range	1-9	7-200	3-1575	2-900	25-900	3-525	30-600
	Mode or mode range	5	180	900	2-25	25	180	50-60
1975-76	N	35	35	35	11	10	7	7
	Raw totals	163.8	5578	24079	1234	1071	1240	857
	Mean	4.7	159.4	688	112.2	107.1	177.1	122.4
	Range	1-9	7-186	42-1575	2-470	23-600	50-525	22-600
	Mode or Mode Range	5	180	900	2-60	20-30	50-100	40-50

Year	Statistic	(d) HSGP # of Class Hrs.	# of students	(d) SRSS # of Class Hrs.	# of students	(d) EIS # of Class Hrs.	# of students
1974-75	N	14	13	9	9	8	8
	Raw totals	2531.5	1176	1934	976	1288	971
	Mean	180.8	90.5	214.9	108.4	161	121.4
	Range	1.5-900	25-200	2-551	24-300	12-374	24-400
	Mode or Mode Range	6-11	25	2-15	24-45	20-45	24-42
1975-76	N	11	11	9	9	8	8
	Raw totals	1622	1053	1722	1032	1602	1018
	Mean	147.4	95.7	156.5	93.8	178	112.8
	Range	2-460	19-290	2-555	19-300	2-370	19-450
	Mode or Mode Range	150-160	20-50	20-55	19-42	10-40	19-42

The primary conclusions that seem to emerge are:

a) SRSS and APB showed greatest use in year one although with fewer students than ACSP.

b) In year two, all projects showed a decline in use, except EIS which increased in class hours with APB maintaining its position of second in use.

c) The variability in use of the projects is great with the range of class hours, number of students and individuals who are teaching the materials showing change over time.

7. Has the teaching process implicit in the project materials affected your teaching of other subjects and topics in social studies?

None at all					A great deal
1	2	3	4	5	
	1	2	11	12	13

M=3.9

Comments:

--Stressing inquiry, use of simulation, and other methods found to be successful
--Utilized more group activity and individual research
--Learned new techniques for teaching material, new approaches, use inquiry method implicit in ACSP
--Use anthropology with Citizen & Law
--1. Organization of lessons modeled after APB 2. helped turn thinking from English to social studies, 3. reinforced use of graphs and analysis, 4. made more conscious of methodology
--Classroom management less restricted, lecture almost disappeared, student enjoyment level up, large increase in discovery and group discussion.
--Not as didactic, students more open and better self-image.
---Individualizing instruction
--Difficult to separate these modes of inquiry from others that I use in demonstrations and workshops
--1) Students like debriefing method as review and I use in all classes, 2) the inquiry method used to motivate
--More student oriented, more conceptual, more of dealing one-on-one, less authoritarian in dealing with students
--Supplemental, am not teaching economics course but use EIS with U.S. History courses or other areas.
--More use of student inquiry approach, more emphasis on student use of outside and library reference materials
--A new way of looking at old material
--Used materials in college social studies and English classes, use activities too.
--Become more aware of the importance of student involvement in classroom activities
--Helped with emphasis in areas like the ones I'm teaching and helpful in adult classes
--Provided broader understanding of field, helped in preparing my students for social studies methods classes
--Have used many materials presented at Morris; brainstorming, inquiry, etc.
--HSGP and the workshop have been further evidence as to the value of inquiry
--Concepts and institutions and national economic policy books have been integrated into the curriculum
--Testing technique has improved
--It has shown other ways to present old material which gets students more involved.
--Skills involved with group dynamics and small group processes have been valuable to all classes
--Entire approach now is inquiry in nature
--Time talking is 50% less. More time planning and observing activity. Students get better marks, students with discipline problems come up and talk and work on lessons since they know what they're doing and what's been expected of them.
--Students engage in more group work--make greater use of inquiry methods
--Course affected teaching language arts and social studies, received much mail about material.
--1) concepts and activities, e.g. use of Transact, 2) role playing to examine points of view, 3) group processes, e.g. spaceship exercise to improve listening, persuading and decision making.
--Incorporation of appropriate SRSS materials whenever possible.

B. DISSEMINATION/TRAINING

1. Have you been involved in team arranged inservice workshops and meetings?

   Yes: 31
   No : 6

   a) How many workshops and meetings?

      An average of 4.3 sessions per participant (range: 0-25; mode: 5)

   b) For how many teachers and/or other educational personnel?

      An average of 132 (range: 0-700; Mode: 150)

   c) How many workshops are planned for the future? 24

2. How many educators have you, as an individual, talked to about the project materials beyond team arranged workshops and meetings?

   Total of 1157 for an average of 31.3 per participant. Range of 0-85.

3. How many educators do you know are using the project materials in their classes as a direct result of your efforts to inform and train them in their use?

   Total is 125

4. How many educators do you think are using the materials in their classes as a direct result of your efforts to inform and train them in their use?

   Approximately 188

5. Please list three key elements that you feel have been necessary for your implementation and dissemination plans.

   (78 total comments presented)

   a) Support and commitment of department chairpersons and administration: 24 statements

   b) Purchase of the materials, money: 11 statements

   c) Support of team members, peers, state Department of Education and local social studies councils: 14 statements

   d) Experience in workshop at Morris: 6 statements

   e) Student support, enthusiasm, involvement and teacher concern, rapport, and involvement with students: 7 statements

   f) Teacher likes program and works to implement it: 5 statements

   g) Flexibility, timing for materials purchase, time for meetings, capable personnel to coordinate and direct implementation: 8 statements

   h) Miscellaneous (one statement each)
      (1) Excellent cooperation from Morris after returning to Michigan
      (2) Quality of materials
      (3) Closely following lesson plans

REPORT ON DISSEMINATION AND IMPLEMENTATION ACTIVITIES OF EACH RPW TEAM FOLLOWING 1974 UMM WORKSHOP

Connecticut Team
Michigan Team
New York Team
North Carolina Team
West Virginia Team

REPORT ON DISSEMINATION AND IMPLEMENTATION ACTIVITIES OF EACH RPW TEAM FOLLOWING 1974 UMM WORKSHOP

Connecticut Team

This report describes the activities of the five participants from Norwalk, Connecticut. The five individuals who came to the workshop from Stamford, Connecticut left two days early, after taking their checks and transcripts from an office desk. These five individuals were not involved in any dissemination activities.

Presented materials to teachers in Norwalk during pre-school workshop

In conjunction with the Connecticut Council for the Social Studies directed a workshop for 130 teachers from 35 school systems. According to state consultant "It was the best attended meeting and best workshop in social studies in many years."

Presented a clinic at the S.E. Regional Conference of the National Council for the Social Studies. The 2½ hour program on Saturday afternoon attracted 40-50 participants.

Michigan Team

Publicity in Oakland Social Studies News and Views

5 in 1 presentation for 30 administrators from Oakland County Schools

5 in 1 presentation for 45-55 teachers at the Michigan Council for the Social Studies statewide conference

One day "Seminar on Selected National Social Studies Project Materials" for teachers in Oakland County Schools - 73 teachers attended

Team members served as adjunct professors for course: EDUC 590 Special Problems: Using the National Projects to Teach Social Studies offered at Oakland University. University paid $400.00 to team participants for their presentations.

New York Team

Articles published in ATSS Bulletin, Nov-Dec 1974. "How to Spend an Interesting and Worthwhile Summer," by Davis and "Summer Workshop" by Sigelakis.

Display Booth and presentation of all projects at Association of Teachers of Social Studies in the City of New York Fifteenth Annual Luncheon Conference.

Three Board of Education supported in-service courses were directed by team members. Titles, "New Perspectives in the Social Studies" and "Methods and Materials in the Teaching of New Perspectives in the Social Studies."

Made videotapes of team teachers using project materials. Used tapes in in-service sessions at Simon Rothschild Jr. H.S. and Abraham Lincoln Sr. H.S. for city teachers.

Developed a social studies lab for use with APB. APB disseminated in workshops in Vermont and at S.E., NCSS regional meeting at Virginia Beach, Va.

Team meetings continued on monthly basis for first year and contacts with our 1975 NYC team are continuing to this day.

North Carolina Team

Presentation of materials at State Conference of Social Studies, Charlotte, North Carolina by 9 team members.

Presentation of project materials at NCSS, Southeast Regional Social Studies Conference at Virginia Beach, Va.

School system support given for substitutes for team members' time off to give presentations

Invited to present at Florida State Social Studies Convention

West Virginia Team

Team members taught a graduate curriculum development class and presented demonstrations in undergraduate social studies methods courses at Morris Harvey College.

Presented HSGP at annual Geographers Conference at Marshall University; at inservice for Elkins and Mineral County school systems.

Directed a spring retreat - conference of the West Virginia Council for the Social Studies for nearly 100 teachers. State Department of Education paid over $1300.00 in matching funds for this program.

Team members now serving as President, secretary and treasurer of West Virginia Council for Social Studies.

PARTICIPANT FEEDBACK
1974 NATIONAL SCIENCE FOUNDATION FUNDED
RESOURCE PERSONNEL WORKSHOP

UNIVERSITY OF MINNESOTA, MORRIS, MINNESOTA

A. Workshop Objectives
B. Workshop Program
C. Self-Assessment
D. Sequencing Social Studies Programs

PARTICIPANT FEEDBACK FROM FOUR EVALUATION FORMS: - 1974 NATIONAL SCIENCE FOUNDATION FUNDED RESOURCE PERSONNEL WORKSHOP - UNIVERSITY OF MINNESOTA, MORRIS, MINNESOTA

EVALUATION FORMS:
a) Completed prior to the start of the summer workshop during spring 1974
b) Completed August 7, 1974 during workshop, N=59
c) Completed August 15, 1974 at end of workshop, N=61
d) Completed December 1975 in conjunction with follow-up visits during second year of implementation and dissemination

A. WORKSHOP OBJECTIVES

1. How clear was your understanding of the objectives of the workshop before you came to the workshop?

not clear at all very clear

Mo 1------1------1--AC--1------1
M 1 2 CA 3 4

M: a= 2.9
c= 2.6

2. How closely did the content and emphasis of the workshop coincide with your initial expectations?

not at all very closely

Mo 1------1------1--C---1------1
M 1 2 3 C 4

M: c= 3.2

3. In terms of your own interests, experiences and job responsibilities, how realistic and useful were the objectives of the workshop?

a. how realistic

not at all exceptionally

Mo 1------1------1------1-ACD-1
M 1 2 3 ACD 4 5

M: a= 3.7
c= 3.8
d= 3.9

b. how useful

not at all exceptionally

Mo 1------1------1------1-ACD-1
M 1 2 3 4 CAD 5

M: a= 4.2
c= 4.1
d= 4.3

4. a) The workshop goals were not specified very clearly — The workshop goals were specified very clearly

Mo 1------1------1------1------1------1------1------1------1------1------1--C---1 M:
M 0 1 2 3 4 5 6 C 7 8 9 c=6.5

b) The climate or atmosphere of the workshop was poor — The climate of the workshop was very good.

Mo 1------1------1------1------1------1------1------1------1--C---1------1 M:
M 0 1 2 3 4 5 6 7 C 8 9 c=7.5

c) The "wrong" people came to the workshop — The "right" people came to the workshop

Mo 1------1------1------1------1------1------1------1------1-C----1------1 M: c=7.45
M 0 1 2 3 4 5 6 7 C 8 9

d) The overall design of the workshop was ineffective ... The overall design of the workshop was quite effective

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.3
M  0      1      2      3      4      5      6      7  C   8      9
```

e) The workshop did not get off to a good start ... The workshop got off to a very good start

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.3
M  0      1      2      3      4      5      6      7  C   8      9
```

f) During the workshop, the staff did not seem to know what was going on ... The staff of the workshop seemed to be in very good touch with what was going on

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.6
M  0      1      2      3      4      5      6      7  C   8      9
```

g) As a participant in the workshop, I felt I had little influence or say about what happened ... As a participant, I felt that I shared actively in influencing what went on

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=6.2
M  0      1      2      3      4      5      6  C   7      8      9
```

h) The program has had no influence on what I did this year ... The program has strongly influenced what I did this year

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.7
M  0      1      2      3      4      5      6      7  C   8      9
```

i) Staff resources were poorly used in the workshop ... Staff resources were well used in this workshop

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.5
M  0      1      2      3      4      5      6      7  C   8      9
```

j) Differences of opinion were not handled well during the workshop ... In the workshop differences of opinion were handled quite well

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.4
M  0      1      2      3      4      5      6      7  C   8      9
```

k) There were no "experiential" or discovery-type learning procedures used in the workshop ... "Experiential" or discovery-type procedures were frequently used in the workshop

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=8.5
M  0      1      2      3      4      5      6      7      8  C   9
```

l) Procedures used during specific sessions of the workshop seemed ineffective ... The procedures used in sessions were very effective

```
Mo 1------1------1------1------1------1------1------1------1------1------1  M: c=7.5
M  0      1      2      3      4      5      6      7  C   8      9
```

B. WORKSHOP PROGRAM

5. How adequate was the $100.00 per week subsistence?

	Not adequate				More than adequate	
Mo	1---C--1------1------1------1------1					M: c=2.1
M	1	2	C 3	4	5	

If not adequate how much would be? M:=$150.00

6. How necessary do you think giving graduate credit for RPW experiences is?

	Not necessary				Necessary	
Mo	1------1------1------1------1---C--1					M: c=4.3
M	1	2	3	4 C	5	

7. Which of the following alternatives best describe your reaction to the total R.P.W. program?

	Seldom or never stimulating or interesting			Stimulating and interesting throughout		
Mo	1------1------1---C--1---B--1------1					M: b=3.2
M	1	2	3 BC	4	5	c=3.2

8. What is your opinion of the schedule and workload of the total R.P.W.?

	too heavy				too light	
Mo	1------1--AB---1------1					M: b=2.1
M	1 C	2 B	3			c=1.9

9. How about the relative emphasis on curriculum materials content and on methods of teaching?

	too much teaching methods				too much curriculum materials	
Mo	1------1------1--CVX--1					M: c {x (project workshops) =3.0
M	1	2 V	3	X		v (other RPW activities) =2.5

10. How valuable was the staff consultant contribution to your state team?

	no value				extremely valuable	
Mo	1------1------1C B---1------1					M: b= 3.2
M	1	2	3 BC	4		c= 3.4

11. How would you rate the helpfulness of the staff?

	never				always	
Mo	1------1------1------1--C---1					M: c=3.4
M	1	2	3 C	4	5	

12. How valuable was the Friday 5 in 1 in "training" you completed so you can teach at least 2 lessons from each of the 5 projects?

Of no value — extremely valuable

1------1------1---C--1------1 M: c=2.8
1 2 C 3 4

13. How valuable was the Monday City Team time in "training" you so you can teach at least 2 lessons from each of the 5 projects?

of no value — extremely valuable

1------1------1---C--1------1 M: c=3.2
1 2 3 C 4

14. I (expect) (found) (remember) the workshop to be:

formal — informal

Mo 1------1------1------1------1------1------1------1--ACD-1 M: A=6.7
M 1 2 3 4 5 6 DA 7 C 8 C=7.0
D=6.6

professional — unprofessional

Mo 1--AD--1---C--1------1------1------1------1------1------1 M: A=1.6
M 1 A 2 DC 3 4 5 6 7 8 C=2.6
D=2.1

creative — not creative

Mo 1--AC--1---D---1------1------1------1------1------1------1 M: A=1.4
M 1 AC 2 D 3 4 5 6 7 8 C=1.5
D=2.3

content oriented

Mo 1--D---1------1------1--A---1--C---1------1------1------1 M: A=3.6
M 1 2 3 AC 4 D 5 6 7 8 C=4.9
D=3.9

process oriented — not process oriented

Mo 1--CD--1---A---1------1------1------1------1------1------1 M: A=2.5
M 1 2 DAC 3 4 5 6 7 8 C=2.9
D=2.4

routine — experimental

Mo 1------1------1------1------1------1------1-AGD--1------1 M: A=6.8
M 1 2 3 4 5 6 DA 7 C 8 C=7.4
D=6.1

fast — slow

Mo 1--C---1--D---1------1--A---1------1------1------1------1 M: A=2.8
M 1 2 A 3 CD 4 5 6 7 8 C=3.2
D=3.2

full participation — restricted participation

Mo 1--AD--1--D---1--C---1------1------1------1------1------1 M: A=1.9
M 1 A 2 DC 3 4 5 6 7 8 C=2.7
D=2.2

```
                much free time                                          no free time
Mo  1------1------1------1---A--1-CD---1------1------1------1
M   1      2      3      A  4  DC 5      6      7      8
```

M: A=3.7
C=4.7
D=4.3

```
                unpredictable                                           predictable
Mo  1------1------1--D---1---A--1------1------1--C---1------1
M   1      2      3      4  AD 5   C  6      7      8
```

M: A=4.5
C=5.3
D=4.8

15. How would you rate your own morale?

```
                very low                                    very high
Mo  1------1------1------1--BC--1------1
M   1      2      3      B  4   C  5
```

M: B=3.8
C=4.1

16. How would you rate the overall morale of all the participants?

```
                very low                                    very high
Mo  1------1------1------1--BC--1------1
M   1      2      3      BC 4      5
```

M: B=3.5
C=3.9

17. How would you rate your own morale for project workshops?

```
                very low                                    very high
Mo  1------1------1------1------1---C--1
M   1      2      3      4      C  5
```

M: C=4.3

18. How would you rate the overall morale of project workshop participants?

```
Mo  1------1------1------1--C---1------1
M   1      2      3      C 4      5
```

M: C=3.9

19. How would you rate your own morale within the city team?

```
                very low                                    very high
Mo  1------1------1------1--BC--1------1
M   1      2      3      B  4   C  5
```

M: B=3.6
C=4.0

20. Is there a feeling of group solidarity among members of your city team?

```
                no                                          strong
Mo  1------1--BD----1--C---1--D---1------1
M   1      2  DB   3  C   4      5
```

B=2.8
M: C=3.1
D=2.6

21. How would you rate your city team morale?

```
                very low                                    very high
Mo  1------1------1--B---1------1------1
M   1      2      3   B  4      5
```

M: B=3.6

22. Overall, I would say this summer institute was:

a) worst I ever attended ... best I ever attended

```
Mo 1------1------1------1--AC--1--D---1
M  1      2      3      4 CDB  5
```

M: B=4.4, C=4.1, D=4.1

C. SELF-ASSESSMENT

23. Have your opinions of the way your courses should be handled in the school been influenced by your experience in the total R.P.W.?

not at all ... a great deal

```
Mo 1------1------1--CD--1------1------1-
M  1      2  CD  3      4      5
```

M: C=2.9, D=2.9

24. Has the teaching process implicit in the project materials affected your teaching of other subjects and topics in social studies?

```
Mo 1------1------1------1------1---D--1
M  1      2      3  D   4      5
```

M: D=3.9

25. How would you describe the growth in your understanding of this social science project as a result of the project workshop?

very little ... a great deal

```
Mo 1------1------1------1---C--1------1
M  1      2      3      4  C   5
```

M: C=4.1

26. Your knowledge of the rationale, objectives, learning theory, content, and strategies of the "New Social Studies" curricula as a result of work in this total workshop has been increased:

very little ... much more than anticipated

```
Mo 1------1------1------1---C--1------1
M  1      2      3      4  C   5
```

M: C=4.0

27. I expect to be (have been):

a) as change agent:

not active ... active

```
Mo 1------1------1------1------1--AC--1
M  1      2      3      4 AC   5
```

M: A=4.3, C=4.4

b) using the materials:

not at all ... extensively

```
Mo 1------1------1------1---A--1---C--1-
M  1      2      3      4  CA  5
```

M: A=4.2, C=4.1

c) as member of the team:

```
   dropping out                                          strong
Mo 1------1------1------1--C---1--AC--1                          M:  A=4.5
M  1      2      3      4  CA  5                                    C=4.2
```

28. The liklihood of your success in carrying out:

a) classroom implementation of the materials:

```
   no chance                                                  100% chance
Mo 1------1------1------1------1------1------1------1--D---1--C---1--A---1 M: A=8.02
M  1      2      3      4      5      6      7  D   8  AC  9      10        C=8.3
                                                                          D=7.3
```

b) replicated workshops in your region:

```
   no chance                                                  100% chance
Mo 1------1------1------1------1------1------1--D---1------1--C---1--A---1 M: A=6.9
M  1      2      3      4      5  D   6   A   7  C   8      9      10        C=7.8
                                                                          D=5.5
```

29. React to the following statements taken from the list of R.P.W. objectives.

a) useful knowledge of anthropology-geography-sociology-political science-economics

```
   low                                                              high
Mo 1------1------1------1------1------1--A---1--CD--1------1------1 M: A=5.0
M  0      1      2      3      4      5  A   6  C   7  D   8      9      C=6.0
                                                                       D=7.0
```

b) successful experience in teaching the above discipline

```
   low                                                          high
Mo 1------1------1------1------1------1---C--1------1--AD--1--D---1------1 M: A=4.9
M  0      1      2      3      4  A   5   C  6      7  D   8      9        C=5.4
                                                                        D=7.0
```

c) skill in analyzing and evaluation of curricular materials

```
   low                                                          high
Mo 1------1------1------1------1------1------1--AC--1--CD--1------1------1 M: A=5.8
M  0      1      2      3      4      5  AC  6   D  7      8      9        C=5.9
                                                                        D=6.6
```

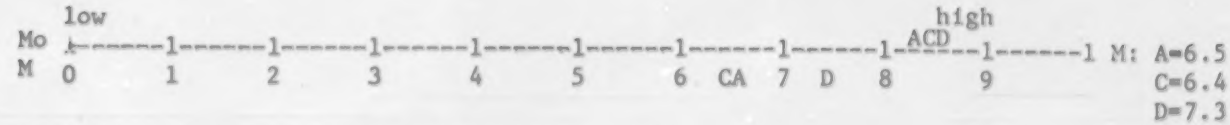
d) skill in selecting and adapting new curriculum to existing school structures

```
   low                                                                high
Mo 1------1------1------1------1------1------1------1--CD--1--A---1------1 M: A=6.0
M  0      1      2      3      4      5      6 ACD  7      8      9        C=6.2
                                                                          D=6.5
```

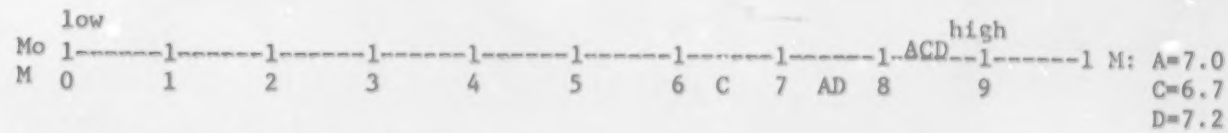
e) ability to work in a team for implementation and dissemination of new ideas

```
   low                                                                high
Mo 1------1------1------1------1------1------1------1------1--ACD-1------1 M: A=6.8
M  0      1      2      3      4      5      6 CAD  7      8      9        C=6.5
                                                                          D=6.8
```

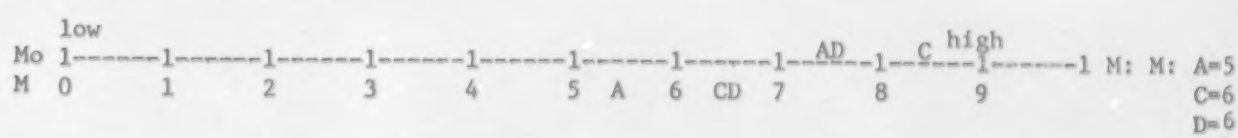
f) confidence in explaining to others the nature, scope, and substance of new curricular materials



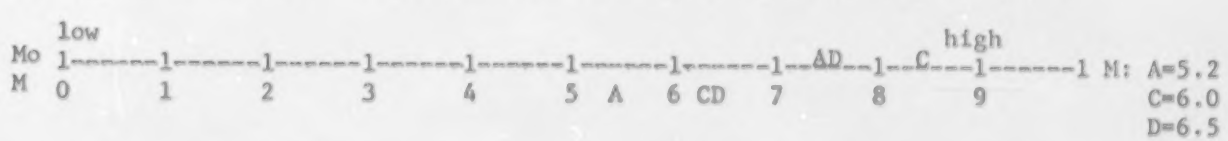
g) skill in communication and decision making



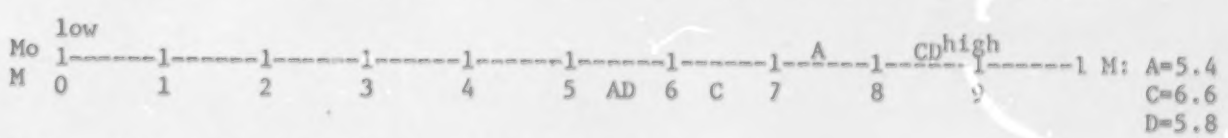
h) skill in acting as a change agent



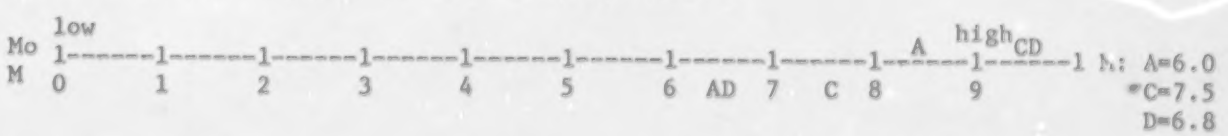
i) ability to improve the pre-service training of social science teachers



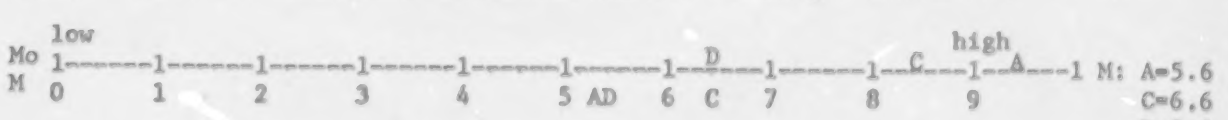
j) commitment to directing inservice workshops in my district and/or region



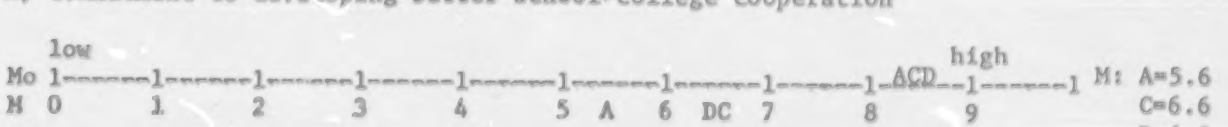
k) commitment to using the materials in my classes



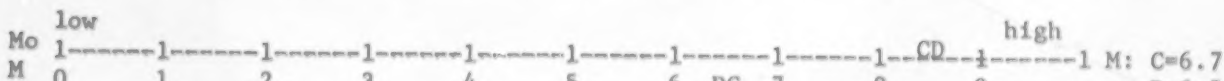
l) commitment to seeking out preservice teacher training involvements



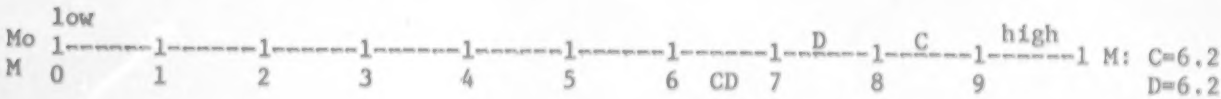
m) commitment to developing better school-college cooperation



n) ability to provide leadership in situations where I am not the formal leader

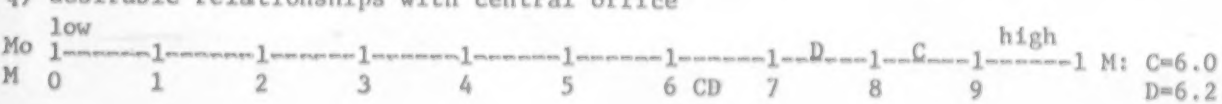


o) ability to settle conflicts within the group



p) commitment to professional activities, supervising student teachers and developing school-college cooperation

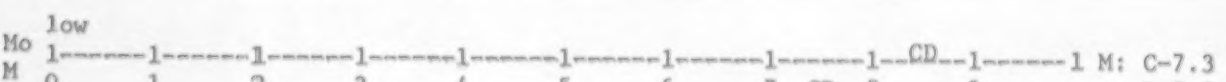
q) desirable relationships with central office



r) desirable relationship with immediate supervisor

s) desirable relationship with students

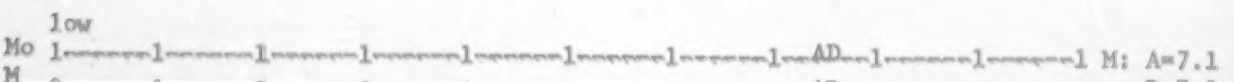
t) self image as competent educator



30. The concluding two sections of this questionnaire focus on your perception of your own teaching behavior. Which point best characterizes where you see yourself in relation to the last few courses which you have conducted.

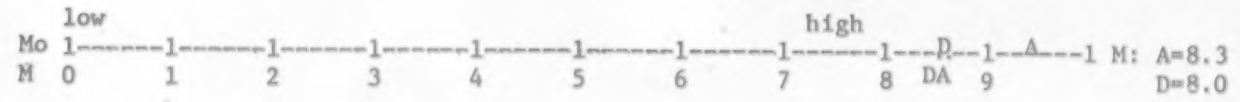
a) I don't specify course goals very clearly

I specify goals very clearly



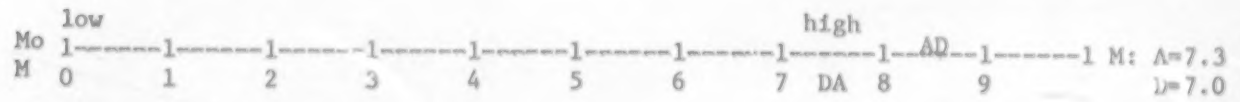
b) the climate or atmosphere of my classroom is poor

the climate of my classroom is good



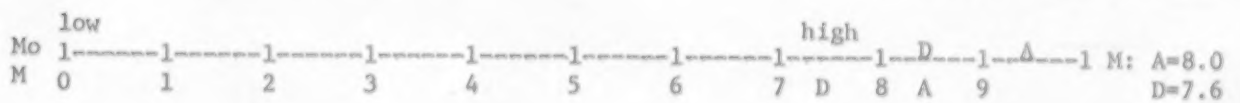
c) the overall plan of my courses is sometimes ineffective

the overall plan of my courses is quite effective



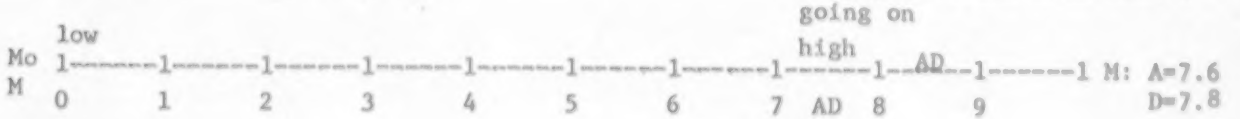
d) I have trouble getting my courses off to a good start

I do quite well getting my courses off to a good start



e) during my courses, I often feel I don't know what's going on

during my courses, I'm in very good touch with what's going on

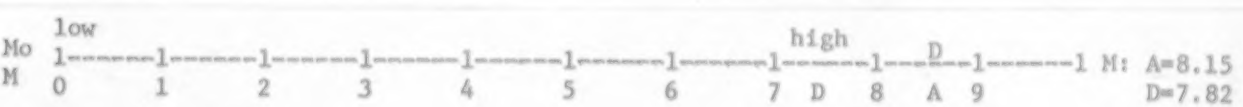


f) in my classroom students have little influence or say about what happens

in my classroom students share actively in influencing what goes on

g) I have difficulty handling differences of opinion when they come up in my classroom

I handle differences of opinion well when they come up in my classroom

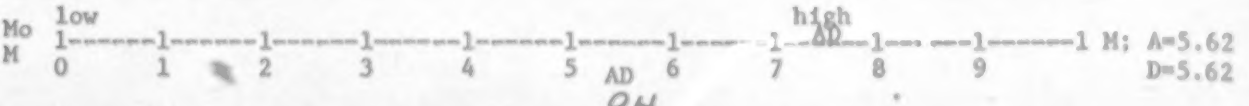


h) I rarely use "experiential" or discovery-type learning procedures in my classroom

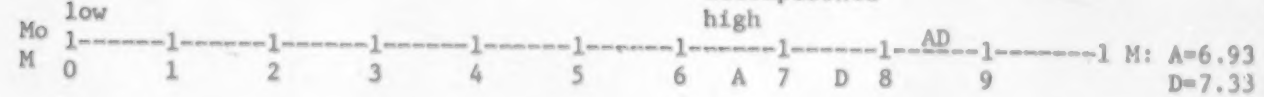
I frequently use "experiential" or discovery-type learning procedures in my classroom

i) I would like to change some of the ways I conduct courses

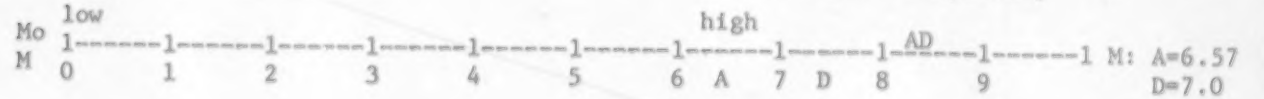
I am pretty satisfied about the way I conduct courses



j) I have a feeling that I don't know what a course has accomplished — I have a pretty good information that tells me what a course has accomplished



k) my students don't seem to use what they have learned — my students use what they have learned quite completely



D. SEQUENCING SOCIAL STUDIES PROGRAMS

31. A district/school should have a written 7-12 social studies program that explains the relationship between planned student experiences (ie. courses) and desired student outcomes.

32. The social studies curriculum program development process in this workshop was a worthwhile activity for participants in this workshop and for their schools/ districts.

FINAL REPORT

Summer 1975 Resource Personnel Workshop
University of Minnesota, Morris
Morris, Minnesota 56267

Grant #PES 75-01349

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Submitted by
Craig Kissock
Roger Wangen
Project Directors

5P010413

FINAL REPORT - 1975 NATIONAL SCIENCE FOUNDATION FUNDED
RESOURCE PERSONNEL WORKSHOP
held at the University of Minnesota, Morris; Morris, Minnesota
Grant #PES 75-01349

OVERVIEW

In January, 1975, the University of Minnesota, Morris received an grant from the National Science Foundation to direct a Resource Personnel Workshop to improve social science education at the pre-college level. The objectives of this workshop were to, through training, implementation and dissemination of the Exploring Human Nature; Economics in Society; High School Geography; People and Technology and Sociological Resources for the Social Studies Curriculum Project, achieve the following goals:

GENERAL

1. To enable participants and their colleagues at home to become more effective social science teachers by changing attitudes toward the teaching-learning process, toward the nature and substance of the disciplines, and toward the student.

2. To train and support teams of educators committed to becoming resource persons for the implementation and dissemination of new social science curricula in their school districts and regions.

3. To develop and implement within the framework of the National Council for the Social Studies Guidelines (NCSS) and objectives of the National Assessment of Educational Progress (NAEP) a sequenced grades 7-12 social science curriculum, with implementation schedule, for each team district.

SPECIFIC: Participants will gain or strengthen their:

1. Knowledge of the disciplines of Anthropology, Economics, Geography, Psychology, and Sociology.

2. Experience in teaching the materials from the five curriculum projects.

3. Skill in analyzing and evaluating new curriculum materials.

4. Knowledge of the NCSS guidelines and objectives of NAEP.

5. Skill in selecting and adapting new curricular ideas to existing school curricula.

6. Skill in developing and implementing a sequenced secondary social studies program.

7. Skill in establishing implementation models for the curriculum materials.

8. Confidence and experience in explaining to others the nature, scope, substance, and potential of the new curriculum materials as they relate to a sequenced secondary social science program.

9. Skill in communication and decision making.

10. Skill in acting as a change agent in implementing new materials.

11. Ability to improve the preservice training of social science teachers.

Six teams were recruited for this two and ½ year program including a three-week summer workshop and twenty-two month team activity and follow-up period. A seventh team from a Title III consortium of small schools in an area northeast of Morris, Minnesota also participated in the workshop and actively implemented and disseminated all of the project materials using their own grant funding.

Each team was ideally composed of ten classroom teachers, two school administrators and one faculty member from a local college or university. Teams were also encouraged to include one representative from the district school board or local community as well as send other participants at school district expense. The actual composition of the selected teams was as follows:

Team	No. of Teachers	No. of Administrators	No. of College Professors	Totals
Wichita, Kansas	2	1		3
Jefferson Parish, Louisiana	9	1		10
Howard, Prince Georges ? Counties, Maryland	10	2	1	13
Villard, Minnesota	9			9
New York City, New York	13	1	1	15
Vermont (statewide)	8	1	1	10
Alexandria and Prince William Counties, Virginia and the District of Columbia	13	1		14
	64	7	3	74

The above listed teams were visited by the project directors prior to the workshop as part of the selection process. These individuals then participated in a three-week workshop held on the University of Minnesota, Morris campus in Morris, Minn., from July 27 through August 15, 1975.

The staff for this workshop included:

RPW Directors

Craig Kissock
U of M, Morris
Morris, Minn. 56267

Roger Wangen
State Dept. of Education
St. Paul, Minn.

EHN

Elizabeth VanderPutten - Director
Manhasset Public Schools
Manhasset, New York

H. David Leake - demonstration teacher
Manhasset Public Schools
Manhasset, New York

EIS

Robert Sierer - director
Alexis I. DuPont Schools
Greenville, Delaware

Susan Helburn - demonstration teacher
University of Colorado at Denver
Denver, Colorado

HSGP

Bruce Tipple - director
Minneapolis Public Schools
Minneapolis, Minnesota

Nicholas Helburn - demonstration teacher
University of Colorado at Boulder
Boulder, Colorado

P & T

Kathleen Murphy - director
Roseville Public Schools
Roseville, Minnesota

Jackie Johnson - demonstration teacher
Denver Public Schools
Denver, Colorado

SRSS

Fred Risinger - director
Indiana University
Bloomington, Indiana

Betty Lou Whitford
University of North Carolina
Chapel Hill, North Carolina

Other Consultants

Brian Larkin
National Council for the Social Studies
Washington, D.C.

Dave Whitney
Correctional Service of Minnesota
Minneapolis, Minnesota

John F. Khanlian
Institute for Political/Legal Education
Pitman, New Jersey

John Bare
Human Behavior Project
Northfield, Minnesota

Following the workshop team implementation, dissemination and training activities were followed by phone and letter communication, supported to the extent of $1,200.00 per team to cover dissemination and training costs, and visits by project staff to help initiate team activities and to gather feedback on the success of the workshop and activities of the teams.

CONCLUSIONS

Since the initiation of this workshop program significant changes have come about in curriculum development and dissemination funding by the National Science Foundation because of Congressional action. We regret that many of these changes have been required. It is obvious to us, as project directors, that the curriculum development and dissemination efforts of the NSF have had a significant positive impact on social studies/social science instruction in the schools of this nation. We further believe that the team concept, and use of multiple curriculum projects built into this workshop model, have been very effective in changing teacher behavior far beyond the classes of our workshop participants. It is now two years since this workshop was concluded, but five of our six NSF sponsored teams are still teams - active in a wide variety of activities even though our support has long since ended. These teams are developing proposals to continue their dissemination efforts, becoming sponsors and developers of new curriculum materials, taking over leadership of local regional and national social studies organizations and conferences, and becoming part of a national network of educators who have participated in past Morris Resource Personnel Workshops and their colleagues. It has been extremely rewarding to us as we watch these developments - many of which are tangible and quantifiable and many which are personal and enlivening. The National Science Foundation should take pride in the outcomes of workshops such as ours and not lose sight of the benefits to be had from team-based, national scale, teacher centered, training, development and dissemination workshops.

The individual conclusions listed below are only slightly adapted from those listed in our 1974 final report. The validity of the statements has not changed, but the intensity of their meaning has. The information that follows these conclusions will support the contentions made by them. There is no question in our minds that this workshop (1975) was the best of the four we have had the privilege of directing. In many ways, this workshop has had the greatest impact through the untiring efforts of the teams and individuals of which they are comprised. Many other conlcusions could be listed, our attempt has been to highlight key ideas.

1. The RPW had a significant impact on the participants and through them to numerous other educators in the United States,

2. Participants in the workshop feel better about themselves as teachers and about caring for and working with their students.

3. Participants have developed greater confidence as change agents and greatly increased their involvement in the profession and its organizations.

4. Participants developed and implemented inservice workshops that were highly regarded by the educators present. These programs benefited both our participants as presentors, and their states and regions.

5. At least two new teachers for every participant in the workshop are now using the curriculum project materials in their instruction.

6. Teams developed in the summer of 1975 are still teams in the spring of 1977.

7. Participants are continuing to use the project materials two years after the RPW and primarily as instructional materials used directly by the students.

8. The inquiry process implicit in the project materials is being widely used by participants in instructional situations where the project materials are not being directly used.

9. Administrative and peer support is critical for effective change to take place.

10. Teachers training and sharing with other teachers is a very powerful change process.

11. The federal government does have a role in social studies curriculum and dissemination. a) to present opportunities for sharing and communication between the different regions and circumstances in the United States, b) to help tackle the major questions in social studies on a national scale, and c) to prepare program models and specific curriculum materials to serve as alternatives for choice by the states and school districts.

12. Curriculum program development in social studies is a critical need.

13. The procedure we used in this RPW to generate grades 7-12 program development in social studies was worthwhile.

RECOMMENDATIONS

Again, the statements we presented in our final report for the 1974 Morris RPW remain the most valid recommendation we could present at this time and they follow here.

The recommendations we would make are implicit and obvious in our statements of conclusion, and we feel in the feedback from participants that is attached. Opportunities for team based national scale interaction, revitalization and development of professional involvement among educators is sorely needed in the United States. The federal government has a significant position and opportunity to be of service in this area.

The second, but primary need, is to develop procedures by which, and tools with which, local school districts can develop and implement K-12 social studies

programs based on an integration of planned student experiences with desired student outcomes. This would include supporting development and definition of valued student outcomes; preparation of procedural models for program development that utilize the diverse resources that exist in each community; development of curricular materials as alternatives for use by districts in achieving their goals; and the dissemination of these materials to the widest audience possible.

We are convinced that social studies and curriculum development (including the basic concepts behind RPW's to date) have emphasized the bits and pieces of education. We have failed to look at social studies education from the perspective of the student or parent who may ask: "after twelve years of social studies, what should have been learned?"

It is to answer this question and help the states and districts find means for defining outcomes, discover materials and instructional strategies, and integrate these into rational educational programs that we feel the federal government--and specifically the National Science Foundation--must take a strong leadership role.

PARTICIPANT FEEDBACK FROM INDIVIDUAL INTERVIEWS

OVERVIEW

During December 1976 and March 1977 some 13 to 16 teaching months after the workshop, two staff members made on-site visits to each team. During these visits all team members were interviewed and their comments tape recorded. The following is a summary of their comments which represent all views expressed by these individuals. Participants were asked to respond to questions in four topic areas. One: Give specific details of dissemination efforts, two: describe the support you received from your school district and other sources for the implementation and dissemination of the project materials, three: describe the ways in which the RPW has affected you personally, and four: present your beliefs about what training teachers most need and want in order to improve their instruction today.

Participant comments are presented in selected, but unedited fashion in the order of topics listed above.

GIVE SPECIFIC DETAILS OF DISSEMINATION EFFORTS.

We use a lot of the stuff. We use the sociological resources and we use the geography project. The biggest benefit I see in all of this is it helps to change teaching styles and that's what we need. So if we could push the sociological resources and geography projects, then I think an economics project. I think it will accomplish some of what we want to change in instruction methodology.

Our major dissemination scheme was a workshop on a Saturday in May. I came back from Morris and used some of the materials. I was anxious to try this stuff.

Well, within the building. We have another geography teacher in our home town and then we had one meeting. I didn't think it was a terribly successful meeting, although maybe it was only my attitude.

There was one gal from another school system and she and I had quite a bit of fun together. She was very interested in the program and I gave her some extra materials. She was going to contact me again and possibly come over here and lunch, but I never heard from her again. So that was sort of the end of it and I never heard what came out of the group. They were going to have one other meeting and I wasn't able to go to that and I don't know whether they had the meeting or not. That was the last time I heard anything.

I am hoping to get an agreement of early in March to set up one of our counties as a system, send staff in to evaluate our objectives and recommend our materials. We've had someone coming in and giving an objective analysis, that along with teachers teaching teachers in the summer, during Saturdays, during the year and keeping them growing and writing lessons that fit in with their objectives and not producing any kind of large curriculum document.

I used P & T last year for the last half of the year, about 12 weeks, and I only got part way through the program. This year I plan on using it at least a half-year with one group and maybe for something less than that with the other three groups of seventh graders.

Well, I like the films. I've got everything except the Morris type of things which I'm going to try to borrow from one of the other teachers, the University said they would help.

We've been doing workshops, mostly in the county, mostly Fairfax County, We started I'd say a good six or seven schools that wanted the materials after we talked to them. We went around and talked with principals, made announcements at meetings--we talked to anybody who was interested in such a program.

We're doing workshops for them in January and we want the schools right now to talk about materials. When they get the materials we're going to go over the materials with them.

We've done several workshops for the county on workshop day where Ken and I would go in and do workshops. The first time we had about thirty people. People from all over the place. Basically what we've done is made ourselves

available to anybody in the county or anywhere else that's not within the county. We've talked to a lot of people. Frank Taylor and Ron Savage whenever they run across anybody that wants to know about P & T our names are given.

Tim and I get together - we've done every workshop together and I'd estimate that we have had over 100 people.

I've spoken to regional conferences that we've had here in the state. I took this region and Dave Fischer took the other region. I've written letters, spoken to people that Jim Lengel referred to me to the State Department and set up programs.

I would say that I have disseminated to approximately 60-70 teachers in my area. I took the Eastern part of the state, I don't know what they're doing now - I must be going the whole state, anything that's referred to me, I set up a program.

OK in the regional conferences, I gave talks and did an episode or lesson for them for the conference and then afterwards I got letters from people that were interested and I got phone calls as to where to get the materials, what I recommended to use and if I recommended the program and I've done follow-ups there to the point where I have written out the episodes that I recommend, how long approximately it would take, what they should be used for and I sent that out.

It's been that I spent as much time as I could at the conference talking to the people and I left my name and address and put it on the board so they could get hold of me and the phone number here at school and my phone number at home. They have gotten back to me.

What I've been doing is taking the information that you gave me and the materials that I've collected while I was out there. I've collected quite a bit from the Minnesota Correctional Institution in downtown Minneapolis. They gave me quite a bit of material.

There's no problem getting materials for the night school. We have a fund from the county where we can get all the books we want. Very good program.

Well, we had one or two meetings scheduled and we went to those and had a very good time. I gave two sessions to the Fairfax County teachers.

I have first and second semester, so there are 34 in the first semester and 33 students who have signed up for the second semester, so they work awful hard - they just move right along. They like the books and I had used it last year, so this is the second year that I've used it. I've used it since I got back from Minnesota.

We have done county-wide services, which was at the beginning of the year, but we have also gone to specific schools for follow-up.

There's another thing, that workshop was for a lot of people outside of the county--we sent flyers all over the state.

We tried doing it just from each of the areas, you know - each of the projects that we picked up and that didn't go over as well. We found

that when we sent out a letter to people saying that when we went to Minnesota we picked up all kinds of "Goodies," all kinds of neat ideas and that some of them may deal with certain areas, the people came. I think that what we did when we had our first workshop, we approached it the wrong way by telling the people that these are the workshops we went to in Minnesota and that they were ready for that. Then when we said that we got a bag full of "goodies" they give you when you come in and out, we had just all kinds of folks. We had even like fifty-sixty people show up on the day of it to see if they could get in.

I used some of the techniques, all the games that we used in the workshops and we talked about - I have all of these. I bought them all, they are all in the library.

Well, we didn't buy any of the materials, but I think that's really secondary. We had workshops that we the group simply put on in association with the council. But also in the school each semester we have the workshops and we've been doing the flowery type things. Things that we picked up in Minnesota.

Yeah, outside the University of Morris and a couple courses in curriculum, and in both of these courses I gave presentations that were related to SRSS.

Yes, last year I helped to write the curriculum for 7th, 8th and 9th grades and I headed up some committees. Which I think brought me closer to the people I work with.

We also had dissemination at our social studies council meeting. Maybe fifteen to twenty people. We also had separate segments of the program presented to different workshops. Like we would do different things at different meetings.

Margaret bought a set of books, she has the economics set. I don't know if Glenda bought any of the Geography, I know she didn't buy the whole program, but she may have bought parts of it.

WHAT SUPPORT WAS GIVEN FOR IMPLEMENTATION AND DISSEMINATION OF PROJECT MATERIALS?

I think the main problem is that we don't have the money. We are allowed five to seven hundred dollars a year. From that we have to buy paper, materials. When you deal with the material that is offered, you're talking about an amount of money that we just don't have.

We haven't had any money to come out of the school. As a matter of fact, the National Science Foundation has been the only source of reimbursement for expenses.

I can't remember, it's been a while, but if I remember correctly, we did take one day off. We went Friday and Saturday and we actually missed part of the pre-convention, but got there for the bulk of the convention on Saturday anyway. And, we had to leave school, took us about four or five hours driving. We made special plans to reimburse the school for the time that we took and we were also reimbursed for travel expenses.

We don't necessarily have to be repaid for everything because we've gained a lot personally.

They ordered all the books for me and now more books and they're very easy to get damaged and they're very rough on books here and so I had to replace quite a number of them, no trouble getting new books. In fact, when it was thought that paper was going to get short or money was going to get short, they ordered a few boxes of newsprint so that I would have a supply to last for a while.

That little book - the one that you put out with EIS called "Methods" - I got about twenty copies out of it so people in the department could have a copy. So, they can go on through it. That's a good book.

Our principal who was here last year was in favor of it. We have a new superintendent this year who's right here in the bhilding all the time and I gather so far, this is the type of way he would like to see more activities being done. I see no problems with the administration,

We have a compulsory program in Virginia and some teachers are using the P & T for their program. There's been very few problems with it for the people who have been doing it. They enjoy it. It seems like everybody we have talked to are doing different types of things. Even when we do a workshop for people that are really interested in buying some materials or already have the materials they add some ideas of their own that they talk about,quality - that type of thing.

They've allowed me free time. Of course in my contract I have five professional days and three personal days that you're paid for.

This dissemination would be considered a professional day. This is all paid for by the school district. This resource agent program had to be approved by the schools and they accepted that, too. But the substitute has to be paid by the State Department of Education.

No, I haven't had any trouble. I would say yes, I probably get more than I thought I would get from the school districts.

It's a good department - too there's a lot of contact between the members of the department so we know what other people are doing and there's a lot of work done that way.

In fact, one year we took the whole department down one day. It may have been a day we didn't have school but most of that money was covered out of the budget of the high school.

We've had the geography project ever since I came. I had used it in D.C. and I bugged Thompson into buying it. We had most of the stuff before last summer when we knew we were coming and so the money is generally there. In fact, we've replaced some things. There's not really much of a problem. We have control pretty much over our budget and what we request. They may cut it, but we can request pretty much what we want.

They're on our approved list, the sociological resources and geography materials, and the economics materials are on our approved list, which means that they can be purchased. You see, the other thing is Bob Highsmith has conducted a couple of economics workshops here in the country. There's one going on now. Once the material gets on the list, there's no problem.

I'm sure we would have support if we needed the materials.

WAYS IN WHICH THE RPW HAS AFFECTED YOU PERSONALLY

I think some of the handouts were very good, some of the informal kinds of things very helpful.

I liked the vibration of the people out there and I liked the tone of what went on.

I felt myself to be a competent educator when I went out there. I felt myself to be more competent when I came back.

I felt very comfortable with it basically. There was no book. I'm not much of a book teacher anyway.

The experience at Morris for me socially was more important than it was professionally.

Yes. I think I'm much more aware of it. It's very stimulating. I see what other teachers are doing. I'm a different teacher because of the workshop.

What I'm doing right now, everyday I'm getting some kind of reinforcement. Or you get kicked one way or the other. But somebody cares. If they kick me that's a form of negative reinforcement.

If I could know that what I was doing was affecting the students I would be a lot more enthused about doing it. I have done things that years later a student comes back and told me how much it had an affect on him and I didn't know it. And that gives me a sense of direction. But enough people don't get that, so I guess I'm saying that they need some kind of feedback about how well they are doing really affects people.

I guess I learned more, I've sort of always been this way. But I learned more, how much more detail is needed in order to write a perceptive proposal, and I consider Morris' team to be highly perceptive.

The value of having people from Louisiana, Colorado and developing relationships with other people, I think is a strong building block of our profession.

It gave me the opportunity to do a few workshops, which I really enjoyed doing. It helped build my confidence up. We did the types of things that brought out confidence. There was group involvement, everybody was involved in something, you had everybody adding to what was being said. Nobody could just sit there and listen, it was almost an impossibility then, which is essential when you're being trained to do workshops.

By going through the workshop and doing it, I think this helped a lot. In this way I could foresee some of the problems and I have been able to do it a lot better.

In my class I can see learning taking place in places where I'm sure in the past I wasn't able to recognize it, because of different things that happened in the way of individual response.

I think it is good that the actual program was taught to me and then I could stop and see some of the problems, questions that I had and then I'm able to see learning taking place in some of my students and I probably would not have recognized learning taking place before and probably still wouldn't if I hadn't had the program.

There are some things that really made an impression on me. I can't quite explain it. But I think I can say that I think that I understand the things I'm doing much better now than I did before.

I've been to school every summer since 1964 and of all the ones that I ever went to, the best one is the University of Minnesota. I mean I learned more, it was more meaningful to me than the rest of them that I'd ever been to. Things came together there which all those other ten years I got this much out, but for some reason, Minnesota just brought it all together and it was a great help.

I would never have attempted some of the things I've done, and it is a great confidence builder for myself. I would say it was a direct result of the Minnesota workshop.

I think more than anything it was an eye-opener for me because of a lot of things that were going on in education. In a classroom you tend to bury your head because you're engrossed in your work.

In a small group if it's too small, sometimes it lacks the luster that you want, or creativity. If it's too large, it becomes too unwieldy and people become lost in it and they lose that contact. We had approximately seventy and eighty people there. We were broken down into a number of smaller units, our individual teams were anywhere from ten to twenty people. And, I think that you had a combination of the creative talents of a lot of very talented people as well as the attention that you need with a smaller group to really draw those kind of things out. I would have to say that I'm very impressed with that kind of structure.

Start looking at Minnesota. The thing I enjoyed about that was the interaction of the people first of all, and I learned so much as far as I was concerned just from sitting down and not talking about curriculum or materials, but how do you work your class and I've used a lot of things like the thing you did with us, drawing the picture, describing yourself.

I gained a better perspective of how to deal more specifically with teachers. I learned more in the workshop about how teachers function and change. And how to deal with them from a broader point of view.

Well, I'm upset because they don't have any more workshops. I tried to get involved in an Indian studies workshop, and I'm afraid that fell through.

Well, I learned a lot about people from different areas, things they were doing and that kind of thing. I found that they had the same types of problems that we had, and I thought that Lincoln High was the only one. So I guess it kind of related that way.

It helped formulate a model of social studies and I think this is probably the best thing it helped me develop a process along with skills,

The mere fact that I worked with people at Morris and now I see them socially, I think that it's paid off in that respect.

I think any time you come in contact with people in your life you are going to change your attitude. Whether it's three weeks or one day, you can reassess things constantly. I think the experience was beneficial and it gave me a more comprehensive attitude or knowledge about the program.

It gave me an opportunity to contact different people and to know different people.

One of the things that I thought the program did for me is that it allowed me to become very familiar with ten people. And these ten people have helped me tremendously for implementing and getting things approved.

YOUR BELIEFS ABOUT WHAT TRAINING TEACHERS MOST NEED AND WANT IN ORDER TO IMPROVE THEIR INSTRUCTION TODAY.

I think that it strengthened the feeling that I had, you know, as an educator. There are people who really care about education and are not just in it for money and not just 8:00 to 2:30 people, and that there are more individuals who definitely have a feeling for the kids and that they want to try as many different ways as possible. The workshop did that. It really helped me a lot. I felt kind of bad hearing that funds were being cut off and things weren't going because I see a lot, and that it opened my eyes to a lot of other needs, and a lot of other areas that I think we need to work on.

Well I don't know if it's the teachers fault or if it's the individual school system. But I know teachers who need social studies assistance.

I think it's in the human area. There would be better teachers if they were at peace and felt good about themselves and their lives. And many teachers are not providing positive models, because they're in some respect frustrated in their personal life. And another thing is that I think after teaching for five or six years and not having a change of assignment or not having something new happen to them, they start feeling an alienation, a negativism about their profession, their job. Many of these people are very well organized, well educated, they need sometimes just to get away from it.

For a good teacher to do a good job today requires a lot more emotional energy and a lot more motivation. A lot of our good teachers, we are asking so much of them that they are getting burnt out. And I'm trying to find ways, and your workshop is an example of rewarding people. We are OK as far as materials but I think we need more reward type of experiences, more professional kinds of things. And teachers need more space.

I think more than anything in using People & Technology with the teachers, they need time to work out some of the curriculums for themselves. I think they need the confidence that comes from experience. I think some people have had a great deal more background in certain areas and that makes it easier for them to step into certain kinds of things. I think a curricula like People & Technology is a great curriculum. Simply not only what it does for the kids, but what it does for the teachers, and it provides them with a lot of opportunities to really try something new to experiment with.

I would avoid textbook study. Not that I think that's necessarily wrong for some groups, I think some groups can handle that and do very well with it. The problem is that you're getting to depend on the textbooks and you could be getting yourself into a hole,

I think it becomes a crutch, and I think along with that it becomes a crutch for children as well because anything that's written down must be true and it takes us a long time to be exposed to the books, to come to the understanding that everything that's written is not necessarily true. And that's a tough thing for children to get through. It's very difficult for some adults.

I think teachers really get into their own ways of doing things, that's the way it's been for years, for certain individuals, and it's more of a reawakening I think rather than anything else.

That's why it is so hard to get it across to other teachers that we went out there and had a valuable experience and wasn't just fun, or it wasn't just work but it was a combination. I think we came back better because of that experience. But unless you have experienced it, it is as hard as it can be to communicate the needs.

The main thing that teachers need is opportunities to meet with other folks in the country in workshop sessions that have a lot of different things going on in curriculum as well as other materials. Stimulation both professionally and personally.

Many of them they just need to understand more about what's available now as far as materials are concerned.

What's being that in this class, what's being taught in that class. Teachers don't know what's going on in other classes. This is true. I'd like to see something that would draw out, what is available in these other courses. What can I expect students to have when they come in?

We put down on paper that this is what we're going to be doing, but it doesn't get over, it doesn't come through. At the same time of what value is it if I don't like the way you teach in the first place, I'm not going to look down on it anyway. As a result, I don't give much value to it. So I believe something along that line.

I don't know about teaching in general but I would classify myself as being an average teacher and I would need things like any other teacher would need. I think a lot of teachers need classes, courses or workshops, how to create and how to make up their own materials.

I think I'd like to see something set up so that during the year when you run into some sort of a little snag that you have someone available to give you a helping hand or at least someone available to talk to a little bit.

Maybe a short planning time where everybody could get together to talk over what they've done, how they did it, what was successful to them.

I would like to have it done on the spur of the moment, which of course you can't do, you just have to keep your problems, keep your records, answer the questions, find out what things you can do. That would be good if we could get together during the year to find out how we are all doing in the program.

It's got to be something that they're going to be able to use, or adapt.

It's good we at least have it now or have some idea of what's available and is available around the state. I think that this is good . If I had something I could do, I think I would rather go into the resource agent of some kind of dissemination permanently and get out of the teaching practice completely.

Well, I think as much as possible getting people involved and maybe use longer term things rather than a two hour workshop get some of these other teachers into a week-long session or even two days if possible. I think once you find people getting exposure practicing using the materials, they'll use it. Tell them how they can use them.

They need some kind of pat on the back. They need some new materials to turn them on and they don't need that many more skills. They need something to make them feel like it's all worth while. You can't leave teaching and come back, the jobs just aren't around.

An enthusiastic teacher is going to pass that enthusiasm on.

I think the problem is that I want to change teaching styles. I think that one of the things that many of the projects do change the styles. And that's what we need. Even the back to basics bit doesn't bother me. I don't think there's ever been a right one. I think the problem is kids just aren't interested in the ways teachers teach.

What I think they need and what they want aren't the same. I think that teachers are able to pick up teaching techniques fairly easily and I think that's what they think are the key to understanding that they already have.

Knowledge doesn't sell anybody, but knowledge presented effectively does sell.

I think we need more help with concepts because we've been away from school for a while and we haven't kept it up ourselves.

I guess help with discipline, but that's an individual thing.

RESULTS OF DECEMBER 1976 QUESTIONNAIRE

ON USE AND DISSEMINATION OF PROJECT MATERIALS

A. PARTICIPANT USE OF MATERIALS

B. DISSEMINATION/TRAINING

RESULTS OF DECEMBER 1976 QUESTIONNAIRE
ON USE AND DISSEMINATION OF PROJECT MATERIALS
(ONE AND ONE-HALF YEARS AFTER THE RPW)

A. PARTICIPANT USE OF MATERIALS

1. What is your current position?

Of the 31 people answering this questionnaire, 25 are teachers, three administrators, two college professors and one is unemployed. The majority hold the same position which they held while participants in the workshop. Ten of the original participants are no longer teaching with a majority of these accounted for through layoffs in the New York City system.

2. Are you currently using any of the project materials?

Yes: 16 teachers, 5 administrators/college professors — 68%
No : 10 teachers — 32%

3. Which of these materials are you using?

EHN: 4
EIS: 6
HSGP: 11
P&T: 9
SRSS: 10

4. In what manner are you using these materials?

16% - As reference material for you, but without materials being placed in the hands of students
48% - As supplementary materials placed in the hands of students
23% - As the basis for a complete course with materials being placed in the hands of students
13% - Other

5. In what social studies course are the materials being used?

EHN: Used primarily in psychology courses at the eleventh and twelfth grade levels.

EIS: Used primarily in economics, government and history courses at the eleventh and twelfth grade levels.

HSGP: Used primarily in history, area studies and geography courses at the ninth and tenth grade levels.

P&T: Used primarily in social studies and career education courses at the fifth through seventh grades.

SRSS: Used primarily in sociology and social problems courses at the eleventh and twelfth grade levels.

6. Has the teaching process implicit in the project materials affected your teaching of other subjects and topics in social studies?

Not at all 7% 11% 18% 32% 32% A great deal

Detail ways in which this has manifested itself:

a) I find that I can introduce and inject many new ideas and topics into the course and make it more interesting and relevant. Many of the new ideas are stimulated by the project materials themselves and many are from simulations and workshop projects.
b) The teaching process has been used in the classroom - brainstorming eraser games, etc. Has also used it in teaching training and curriculum guide activities.
c) Developing specific cultural concepts for inclusion in world history and cultures class. Inquiry method often duplicated with other units.
d) I've tried to use more hands on type of activities than previously.
e) After working with the "inquiry approach", I feel comfortable using it in my classroom with all subjects material.
f) Adapting the method to other material. Using some techniques from HSGP
g) I am more aware of and committed to teaching the inquiry process with my students.
h) I have become more aware of motivational materials and devices.
i) I have moved towards more hands on type of activities.

7. In order to determine actual class use of the project materials, teachers were asked to state:

a) How many social studies they taught per day
b) How many class days in their school year
c) The number of class opportunities for their social studies instruction (i.e., a x b = c)
d) How many class hours in the school year (i.e., what portion of (c) they centered their instruction on use of each of the project materials and with how many students,

The results are as follows for the 1975-1977 academic years:

Year	Statistic	(a) Classes Per Day	(b) Days Per Yr.	(c) Class Opp. Soc. St.	EHN (d) No. of Class Hrs.	EHN (d) No. of Students	EIS (d) No. of Class Hrs.	EIS (d) No. of Students	HSGP (d) No. of Class Hrs.	HSGP (d) No. of Students	P&T (d) No. of Class Hrs.	P&T (d) No. of Students
1975-76	N	25	25	25	3	3	3	3	9	9	5	5
	Raw Totals	106	4505	18,300	132	135	231	232	1089	595	699	296
	Mean	4.24	180.2	732	44	45	77	77.3	121	66	140	592
	Range	1-6	175-190	120-1086	2-120	35-58	1-200	52-100	40-362	25-150	2-362	23-120
	Mode or Mode Range	5	180	900-950	---	---	---	---	20-40	25-35	100	50-60
1976-77	N	22	22	22	1	1	2	2	7	7	2	2
	Raw Totals	90	3574	14104	190	60	230	208	643	553	404	170
	Mean	4.1	162.5	641.1	190	60	115	104	92	79	202	85
	Range	1-5	60-190	120-950	---	---	30-50	90-118	3-270	25-120	134-270	50-120
	Mode or Mode Range	5	180	900-925	190	60	---	---	---	100+	---	---

Year	Statistics	SRSS (d) No. of Class Hrs.	SRSS (d) No. of Students
1975-76	N	9	9
	Raw Totals	1055	736
	Mean	117	82
	Range	10-360	22-180
	Mode or Mode Range	10	23
	N	6	6
	Raw Totals	868	505
	Mean	145	84
	Range	10-450	16-120
	Mode or Mode Range	10	---

The primary conclusions that seem to emerge are:

a) HSGP and SRSS had the greatest use and most consistent over the two academic year period followed closely by P&T
b) All projects showed wide variability in the numbers of class hours and students being taught with change over time.

B. DISSEMINATION/TRAINING

1. Please list three key elements that you feel have been necessary for implementation of your plans (57 comments presented)

a) Purchase of the materials; money: 18 statements.
b) Support of team members, peers, State Department of Education, local social studies councils and opportunities for workshops: 14 statements
c) Interest and openness of teachers to materials and change: 8 statements.
d) Support and commitment of department chairpersons and administration: 8 statements.
e) Time: 6 statements

REPORT ON DISSEMINATION AND IMPLEMENTATION ACTIVITIES OF EACH RPW TEAM FOLLOWING 1975 UMM WORKSHOP

Kansas Team
Louisiana Team
Maryland Team
New York Team
Vermont Team
Virginia/Washington D,C. Team

DISSEMINATION AND IMPLEMENTATION ACTIVITIES OF EACH RPW TEAM FOLLOWING THE 1975 UMM WORKSHOP

Kansas Team

Directed a three-day workshop on People and Technology for ten teachers in the Wichita area.

Louisiana

Directed a Jefferson Parish Social Studies Council Professional Day of Growth with over 200 teachers in attendance. Team members demonstrated all five curriculum projects. This was the first meeting ever held by the Jefferson Parish Social Studies Council.

Team members were very active in presenting the National Council for the Social Studies Regional meeting held in New Orleans and again demonstrated all five curriculum projects as well as played a significant role in the planning and operation of the total meeting.

Team members presented in-service sessions for teachers requesting the service within the Parish School system. This was a follow-up to the Parish Social Studies Council meeting.

Maryland

Directed a one-day in-service program for 74 teachers from throughout the state. Each participant received in-depth instruction in each of the five curriculum projects.

Team held regular meetings throughout the 1975-76 school year and supported each other's extensive implementation of the curriculum materials in their own classrooms.

New York City

Prepared a booklet advertising the services of the RPW team and distributed it to schools and department chairmen throughout the city of New York.

Team held monthly planning meetings and directed a number of workshops including:

A demonstration lesson at August Martin High School; total team presentation at the New York City ATSS Conference; presented an in-service session for 100 social studies chairpersons from throughout the city; presented in conjunction with the Vermont team a presentation at the Northeast Regional Meeting of the National Council for the Social Studies and a presentation for 41 educators in conjunction with Medgar Evers College in Brooklyn.

Team members have made extensive use of curriculum materials and have continued on to 1977 as an active team preparing curriculum proposals, doing curriculum revision within the city and many other professional activities. Given the financial crisis that hit New York during the time this team was

active, their efforts must be highly respected.

Vermont

Team members made the most extensive use of the People and Technology and Exploring Human Nature curriculum projects of any of the RPW teams.

Each team member did a demonstration lesson in methods classes at the University of Vermont. Three team members presented demonstration lessons in methods classes at Lindon State Teachers College.

Team members presented five regional meetings in Vermont for secondary school principals demonstrating the curriculum projects and advertising services the team had to offer.

The team did a workshop in conjunction with the 1974 NSF RPW team from New Hampshire. This workshop was for teachers in both Vermont and New Hampshire. Team members presented a session at the National Council for the Social Studies Northeast Conference in conjunction with the New York City team.

Numerous in-school demonstrations were presented at the request of teachers in the various high schools of Vermont.

Virginia/Washington D.C. team

Presented sessions at the 11th annual conference for teachers of history and the social sciences in Roanoke, Virginia in which the curriculum projects were demonstrated.

Presented a demonstration of the People and Technology at their state-wide meeting.

Presented a session on People and Technology to the State Department of Education in Virginia, Department of Elementary Education.

District of Columbia members of the team were very active in the development of a local Council for the Social Studies organization. Presented demonstration lessons at the Virginia Council for the Social Studies Conference.

Completed a wide variety of in-school demonstration lessons for teachers who requested team-service.

PARTICIPANT FEEDBACK
FROM FOUR EVALUATION FORMS:

1975 National Science Foundation Funded Resource Personnel Workshop - University of Minnesota, Morris, Minnesota

EVALUATION FORMS:
a) Completed during spring of 1975. N=47
b) Completed August 4, 1975 - during workshop. N=61
c) Completed August 14, 1975 at end of workshop. N=69
d) Completed December 1976 in conjunction with follow-up visits during second year of implementation and dissemination. N=31

A. WORKSHOP OBJECTIVES

1. How clear was your understanding of the objectives of the workshop before you came to the workshop?

not clear at all — very clear

Mo: 1 | 2 | 3 | 4
M: 1 | 2 | C 3A | 4

m: a=3.0 c=2.71

2. How closely did the content and emphasis of the workshop coincide with your initial expectations?

not at all — very closely

Mo: 1 | 2 | 3 | 4
M: 1 | 2 | 3 C | 4

m: c=3.22

3. In terms of your own interests, experiences and job responsibilities, how realistic and useful were the objectives of the workshop?

a. how realistic

not at all — exceptionally

Mo: 1 | 2 | 3 | 4
M: 1 | 2 | 3 C | A 4 D

m: a=3.75 c=3.12 d=4.63

b. how useful

not at all — exceptionally

Mo: 1 | 2 | 3 | 4
M: 1 | 2 | CA 3 D | 4

m: a=2.99 c=2.94 d=3.8

4. a) The workshop goals were not specified very clearly — The Workshop goals were specified very clearly

Mo: 0 1 2 3 4 5 6 7 8 9
M: 0 1 2 3 4 5 6 C 7 8 C 9

m: c=6.47

b) The climate or atmosphere of the workshop was poor — The climate of the workshop was very good.

Mo: 0 1 2 3 4 5 6 7 8 9
M: 0 1 2 3 4 5 6 7 8 C 9

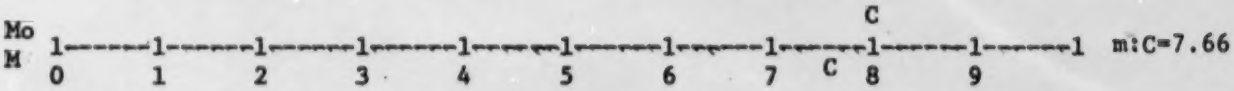
m: c=8.03

c) The "wrong" people came to the workshop — The "right" people came to the workshop

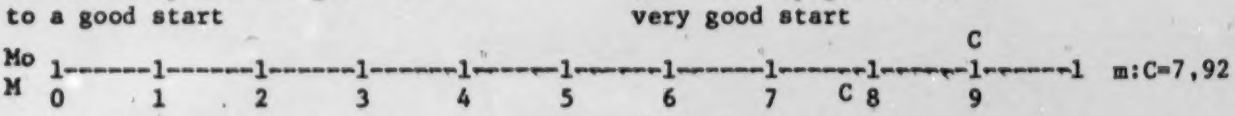
Mo: 0 1 2 3 4 5 6 7 8 9
M: 0 1 2 3 4 5 6 7 C 8 9

m: c=7.57

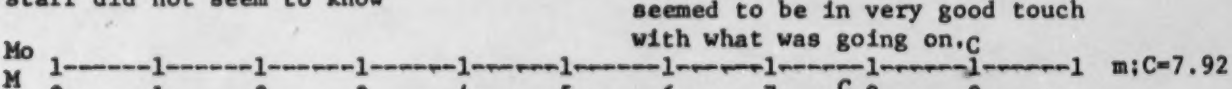
d) The overall design of the workshop was ineffective ... The overall design of the workshop was quite effective



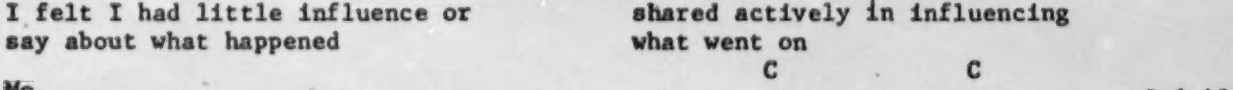
e) The workshop did not get off to a good start ... The workshop got off to a very good start



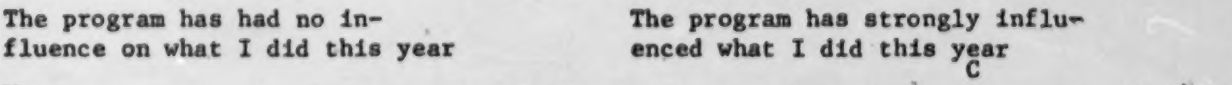
f) During the workshop, the staff did not seem to know ... The staff of the workshop seemed to be in very good touch with what was going on.



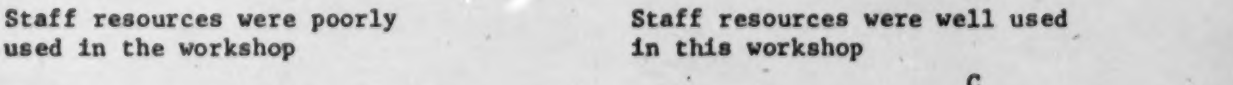
g) As a participant in the workshop, I felt I had little influence or say about what happened ... As a participant in the workshop, I felt that I shared actively in influencing what went on



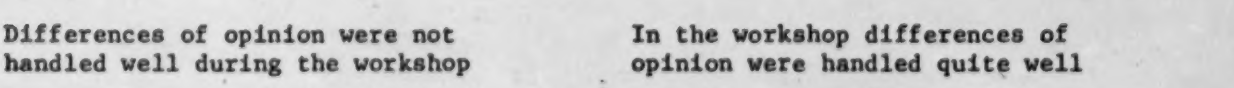
h) The program has had no influence on what I did this year ... The program has strongly influenced what I did this year



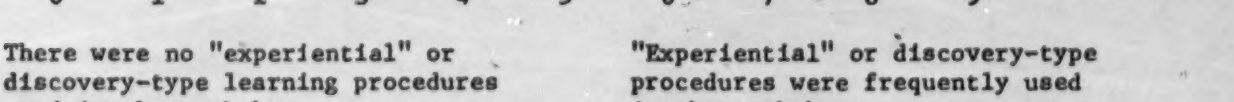
i) Staff resources were poorly used in the workshop ... Staff resources were well used in this workshop



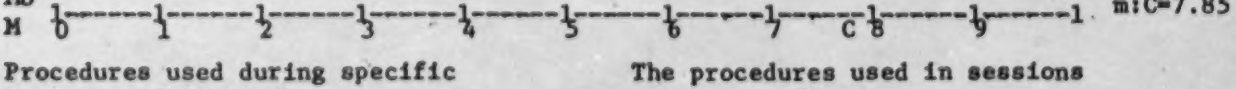
j) Differences of opinion were not handled well during the workshop ... In the workshop differences of opinion were handled quite well



k) There were no "experiential" or discovery-type learning procedures used in the workshop ... "Experiential" or discovery-type procedures were frequently used in the workshop



l) Procedures used during specific sessions of the workshop seemed ineffective ... The procedures used in sessions were very effective



B. WORKSHOP PROGRAM

5. How adequate was the $100.00 per week subsistence?

	Not adequate				More than adequate	
Mo	1	1	1	1	1	1
M	1	2 C	3	4	5	

m:C=2.50

If not adequate how much would be?

6. How necessary do you think giving graduate credit for RPW experiences is?

	Not necessary				Necessary	
Mo	C	1	1	1	1	1
M	1	2 C	3	4	5	

m:C=2.34

7. Which of the following alternatives best describe your reaction to the total RPW program?

	Seldom or never stimulating or interesting				Stimulating and interesting throughout	
Mo	1	1	BC 1	D 1	1	1
M	1	2 D	3 BC	4	5	

m:B=3.13
C=3.18
D=2.77

8. What is your opinoin of the schedule and workload of the total RPW?

	Too heavy				Too light	
Mo	BC	1	1	1	1	1
M	1	2 CB	3	4	5	

m:B=2.22
C=2.16

9. How about the relative emphasis on curriculum materials content and on methods of teaching?

	Too much teaching methods				Too much curriculum materials	
Mo	1	1	BC 1	1	1	1
M	1	2 BC	3	4	5	

m:B=2.77
C=2.97

10. How valuable was the staff consultant contribution to your state team?

	No value				Extremely valuable	
Mo	1	1	BC 1	1	1	1
M	1	2 C	3 B	4	5	

m:B=3.15
C=2.97

11. How valuable was the Friday 5 in 1 "training" you completed so you can teach at least 2 lessons from each of the 5 projects?

	Of no value				Extremely valuable	
Mo	1	1	C 1	1	1	1
M	1	2	3 C	4	5	

m:C=3.0

12. I (expect) (found) (remember) the workshop to be:

formal										informal	
Mo	1	1	1	1	1	1 A	1 CD	1 D	1		m: A=5.34
M	1	2	3	4	5 A	6	D 7 C	8			C=7.01
											D=6.93
professional										unprofessional	
Mo	1 DA	1 C	1	1	1	1	1	1	1	1	m: A=1.39
M	1A	2D C	3	4	5	6	7	8			C=2.32
											D=2.13
creative										not creative	
Mo	1 CA	1 D	1	1	1	1	1	1	1	1	m: A=1.56
M	1A	2C D	3	4	5	6	7	8			C=2.05
											D=2.45
content oriented											
Mo	1	1	1	1 AD	1 C	1	1	1	1		m: A=3.43
M	1	2	3 A	4 CD	5	6	7	8			C=4.37
											D=4.4
process oriented										not process oriented	
Mo	1 ACD	1 D	1	1	1	1	1	1	1	1	m: A=1.83
M	1 A	2 CD	3	4	5	6	7	8			C=2.47
											D=2.52
routine										experimental	
Mo	1	1	1	1	1	1 A	1 CD	1	1	1	m: A=5.66
M	1	2	3	4	5 AC	6 D	7	8			C=5,82
											D=6.65
fast										slow	
Mo	1	1	1 CD	1 A	1	1	1	1	1	1	m: A=2.70
M	1	2 A	3 CD	4	5	6	7	8			C=3.34
											D=3.38
full participation										restricted participation	
Mo	1 AD	1 C	1	1	1	1	1	1	1	1	m: A=1.87
M	1 A	2 DC	3	4	5	6	7	8			C=2.89
											D=2.5
much free time										no free time	
Mo	1	1	1	1 A	1 CD	1	1	1	1	1	m: A=4.13
M	1	2	3	4A D C	5	6	7	8			C=4.97
											D=4.39
unpredictable										predictable	
Mo	1	1	1	1 A	1 CD	1	1	1	1	1	m: A=4.45
M	1	2	3	4 A D	5 C	6	7	8			C=5.22
											D=4.9

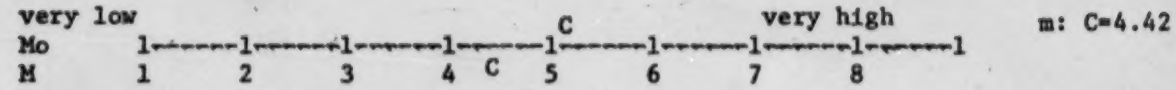
13. How would you rate your own morale?

very low										very high	
Mo	1	1	1	1 B	1 C	1	1	1	1	1	m: B=4.07
M	1	2	3	4B C	5	6	7	8			C=4.42

14. How would you rate the <u>overall</u> <u>morale</u> of all the participants?

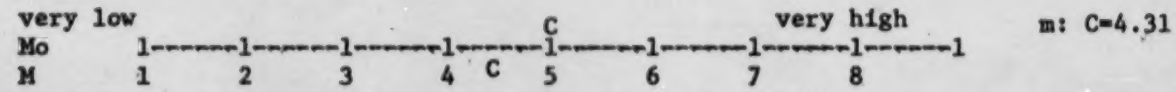
very low										very high	
Mo	1	1	1	1 B	1 C	1	1	1	1	1	m: B=4.3
M	1	2	3	4B C	5	6	7	8			C=4.37

15. How would you rate your own morale for project workshops?



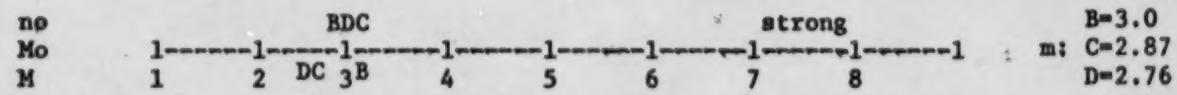
m: C=4.42

16. How would you rate the overall morale of project workshop participants?



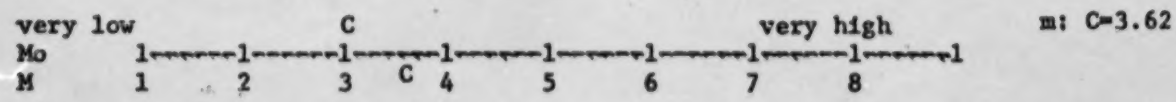
m: C=4.31

17. Is there a feeling of group solidarity among members of your state team?



B=3.0
m: C=2.87
D=2.76

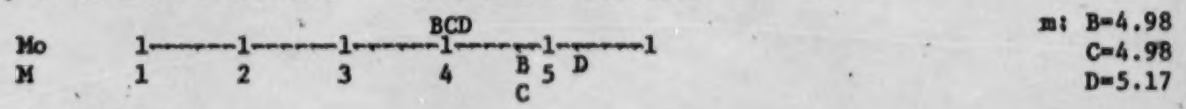
18. How would you rate your state team morale?



m: C=3.62

19. Overall, I would say this summer institute was:

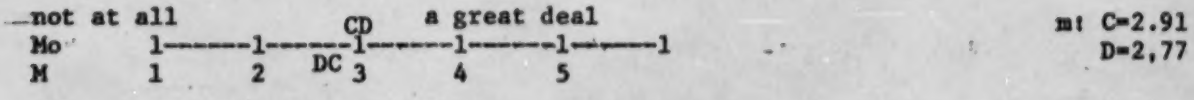
a) worst I ever attended best I ever attended



m: B=4.98
C=4.98
D=5.17

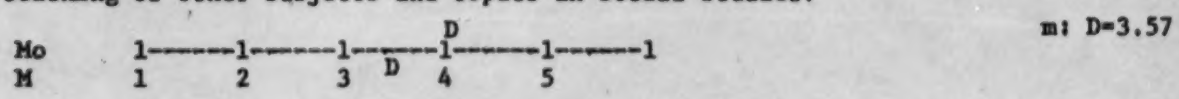
C. SELF-ASSESSMENT

20. Have your opinions of the way your courses should be handled in the school been influenced by your experience in the total R.P.W.?



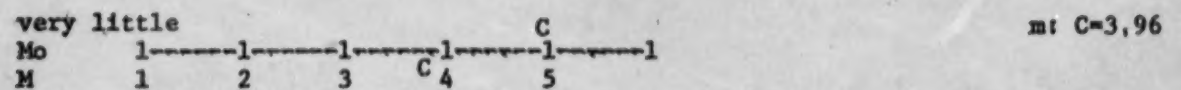
m: C=2.91
D=2,77

21. Has the teaching process implicit in ;the project materials affected your teaching of other subjects and topics in social studies?



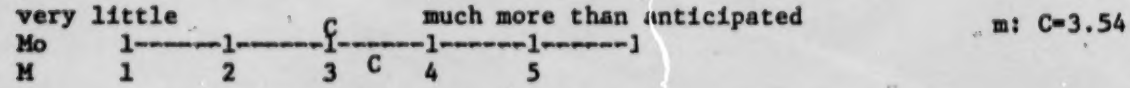
m: D=3.57

22. How would you describe the growth in your understanding of this social science project as a result of the project workshop?



m: C=3,96

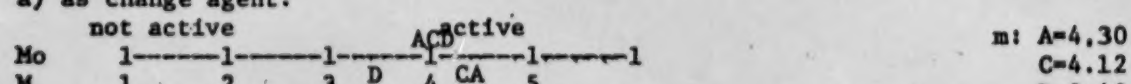
23. Your knowledge of the rationale, objectives, learning theory, content, and strategies of the "New Social Studies" curricula as a result of work in this total workshop has been increased?



m: C=3.54

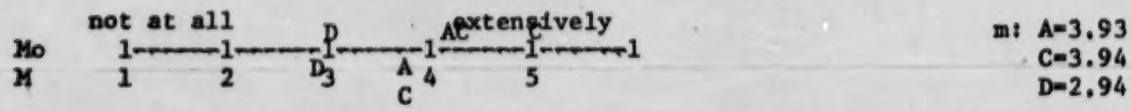
24. I expect to be (have been):

a) as change agent:



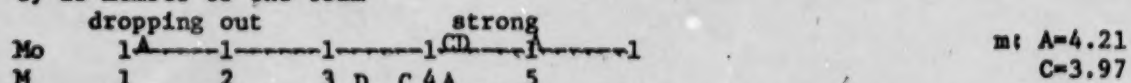
m: A=4.30
C=4.12
D=3.42

b) using the materials



m: A=3.93
C=3.94
D=2.94

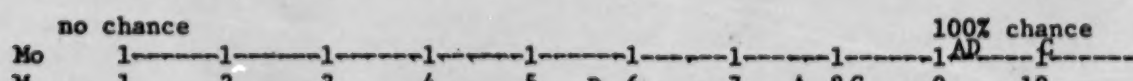
c) as member of the team



m: A=4.21
C=3.97
D=3.23

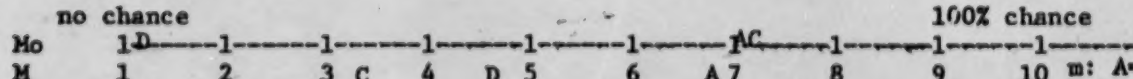
25. The liklihood of your success in carrying out:

a) classroom implementation of the materials:



m: A=7.87
C=8.07
D=5.6

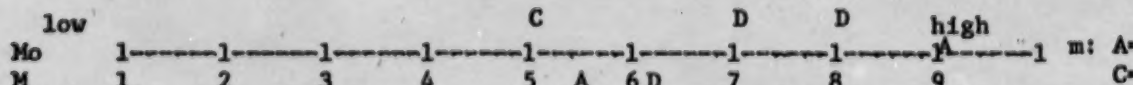
b) replicated workshops in your region:



m: A=6.96
C=3.33
D=4.69

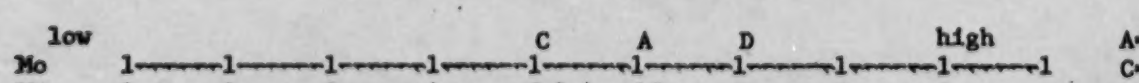
26. React to the following statements taken from the list of R.P.W. objectives.

a) useful knowledge of anthropology-geography-sociology-political science-economics



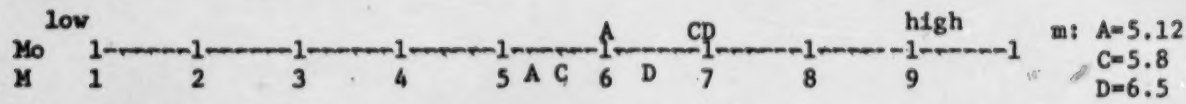
m: A=5.49
C=5.5
D=6.2

b) successful experience in teaching the above discipline

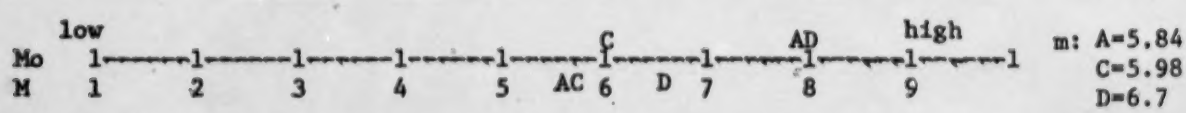


A=5.44
C=5.28
D=6.24

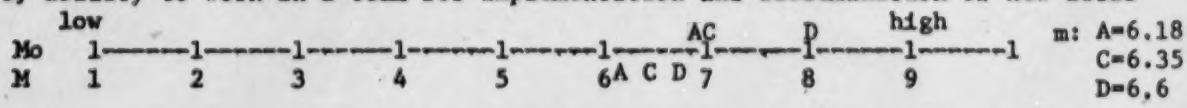
c) skill in analyzing and evaluation of curricular materials



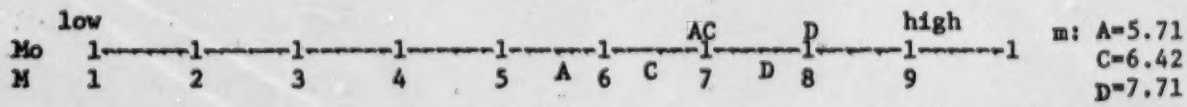
d) skill in selecting and adapting new curriculum to existing school structures



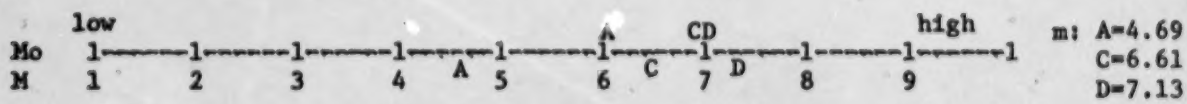
e) ability to work in a team for implementation and dissemination of new ideas



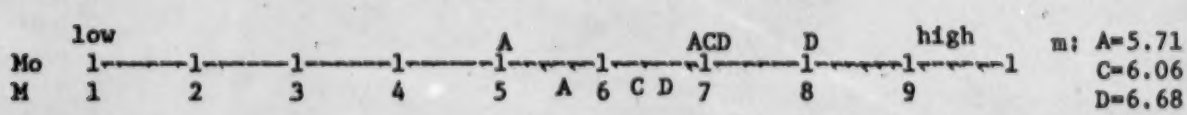
f) confidence in explaining to others the nature, scope, and substance of new curricular materials



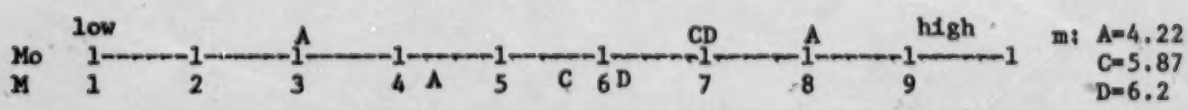
g) skill in communication and decision making



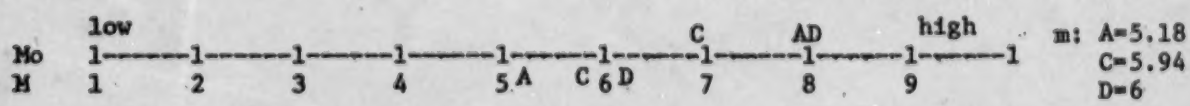
h) skill in acting as a change agent



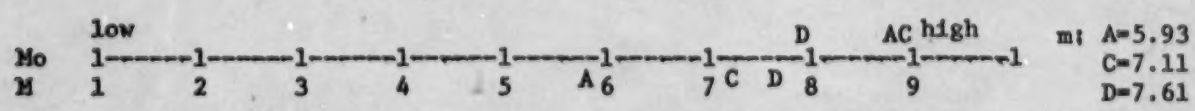
i) ability to improve the pre-service training of social science teachers



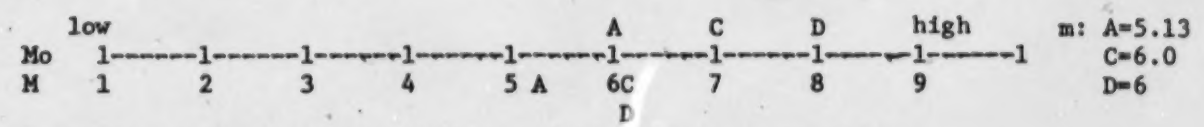
j) commitment to directing inservice workshops in my district and/or region



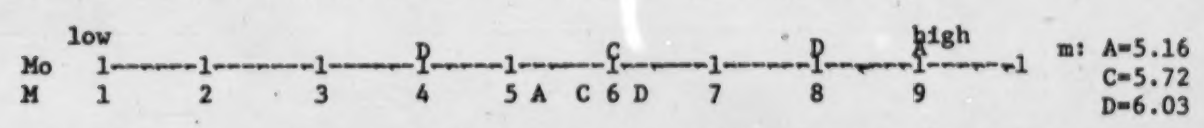
k) commitment to using the materials in my classes



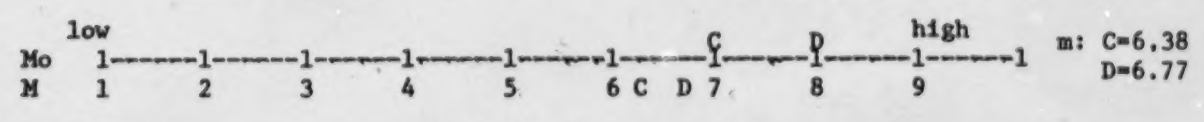
l) commitment to seeking out preservice teacher training involvements



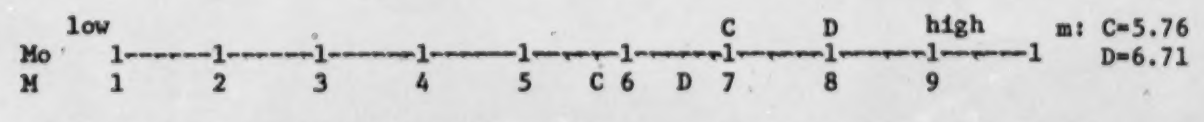
m) commitment to developing better school-college cooperation



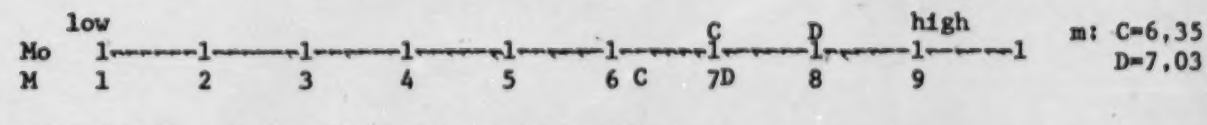
n) ability to provide leadership in situations where I am not the formal leader



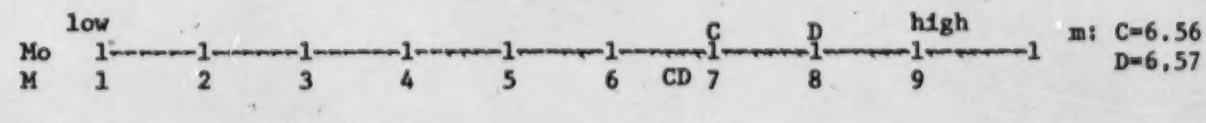
o) ability to settle conflicts within the group



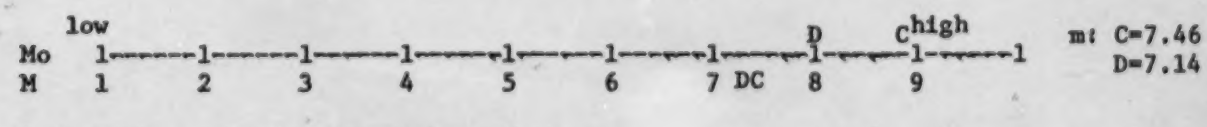
p) commitment to professional activities, supervising student teachers and developing school-college cooperation



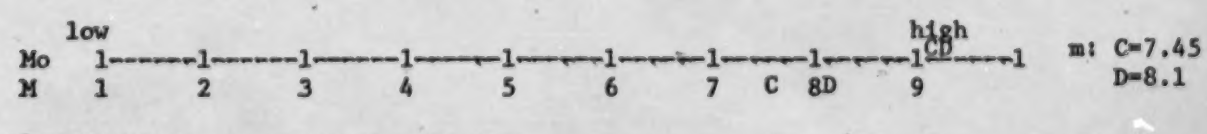
q) desirable relationships with central office



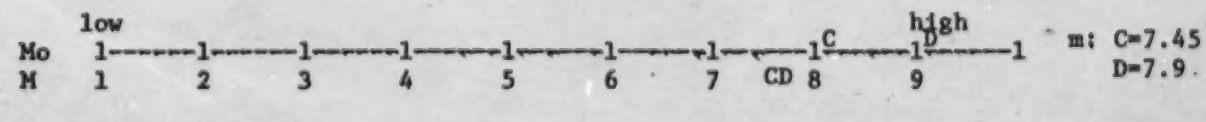
r) desirable relationship with immediate supervisor



s) desirable relationship with students

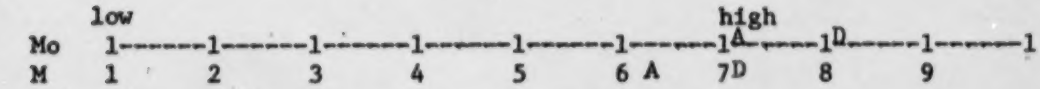


t) self image as competent educator

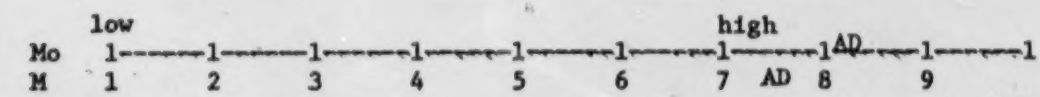


27. The concluding two sections of this questionnaire focus on your perception of your own teaching behavior. Which point best characterizes where you see yourself in relation to the last few courses which you have conducted.

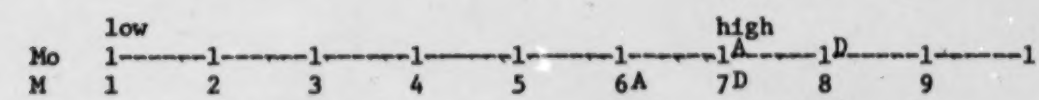
a) I don't specify course goals very clearly — I specify goals very clearly



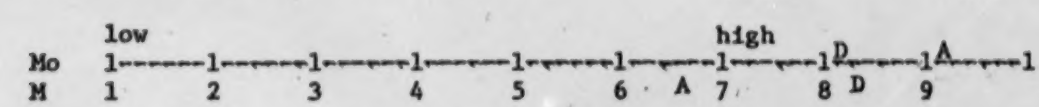
b) the climate or atmosphere of my classroom is poor — the climate of my classroom is good



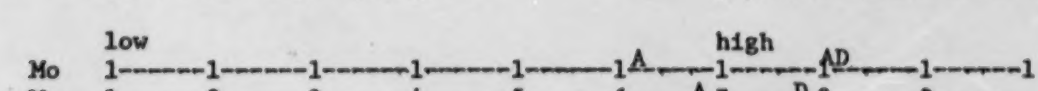
c) the overall plan of my courses is sometimes ineffective — the overall plan of my courses is quite effective



d) I have trouble getting my courses off to a good start — I do quite well getting my courses off to a good start

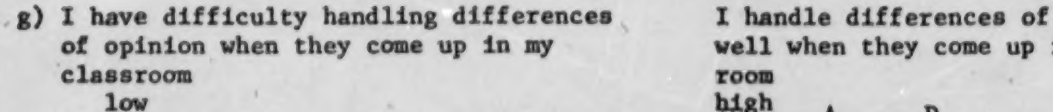


e) during my courses, I often feel I don't know what's going on — during my courses, I'm in very good touch with what's going on

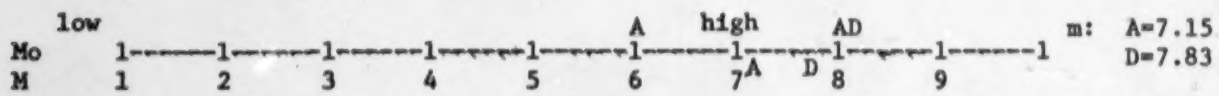


f) in my classroom students have little influence or say about what happens — in my classroom students share actively in influencing what goes on

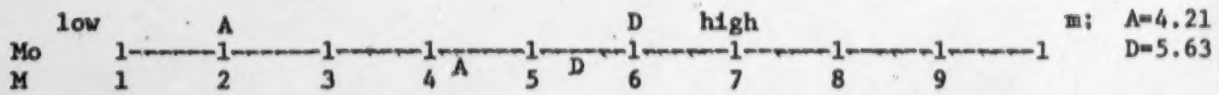
g) I have difficulty handling differences of opinion when they come up in my classroom — I handle differences of opinion well when they come up in my classroom



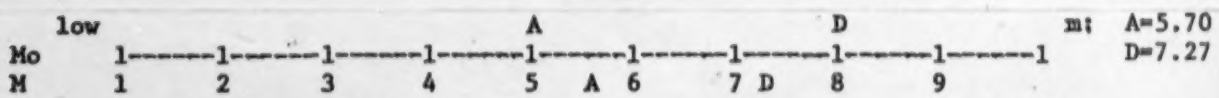
h) I rarely use "experiential" or discovery-type learning procedures in my classroom — I frequently use "experiential" or discovery-type learning procedures in my classroom



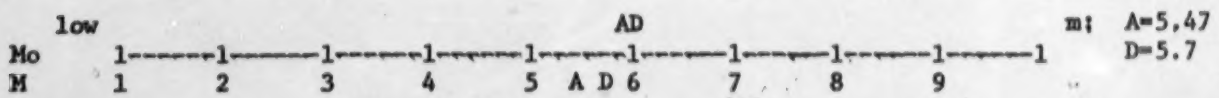
i) I would like to change some of the ways I conduct courses — I am pretty satisfied about the way I conduct courses



j) I have a feeling that I don't know what a course has accomplished — I have a pretty good information that tells me what course has accomplished



k) my students don't seem to use what they have learned — my students use what they have learned quite completely



D. SEQUENCING SOCIAL STUDIES PROGRAMS

28. A district/school should have a written 7-12 social studies program that explains the relationship between planned student experiences (i,e., courses) and desired student outcomes.

29. The social studies curriculum program development process in this workshop was a worthwhile activity for participants in this workshop and for their schools/districts.